

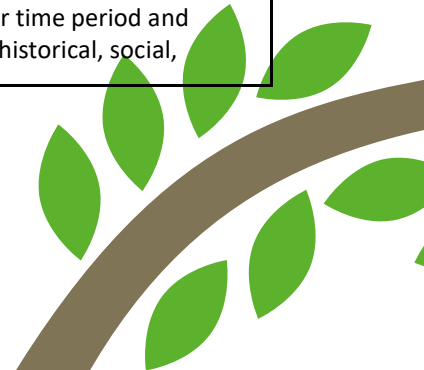
Subject – Drama

The Key Stage 3 and 4 Drama curriculum works on a 3-cycle structure. Pupils are assessed in a standardised way in conjunction with the curriculum collaboration project 2019/2020. Each 12-week cycle focuses on information shared through knowledge organisers at the start of a topic. These KO's will then be used to inform content learnt and also homework studied.

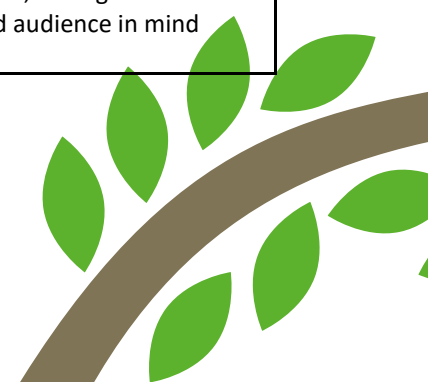
The Key Stage 3 curriculum allows for a broad introduction to a range of stimuli, techniques, genres and performance opportunities. The rigorous and aspirational nature of how the Key Stage 3 curriculum is taught means that all students, regardless of whether they take it on at KS4, have the chance to develop their social, personal and professional growth. They are given the opportunities to be driven by curiosity and perseverance; challenging themselves to be better members of society and gain cultural capital.

At Key Stage 4, students will follow the BTEC Tech Award in Performing Arts and each individual school will create a bespoke timetable for delivering each component. Although the basics of each component will remain the same, dates and cycles may not always match.

Year 7	Cycle 1	Cycle 2	Cycle 3
	<p>Introduction to Drama Skills</p> <p>Knowledge and skills that <u>should</u> be covered will include:</p> <p>Body language, movement, gesture, vocal skills, eye contact, facial expressions, role play, still image, thought tracking, hot seating, mime, storytelling, narration and character narration, physical theatre, group dynamics, ensemble work</p> <p>By the end of this topic, students should be able</p>	<p>Exploring Genre</p> <p>Genres explored could include:</p> <ul style="list-style-type: none"> ● Classical ● Comedy ● Commedia ● Physical theatre ● Epic ● Forum ● Melodrama ● Naturalism ● Shakespeare 	<p>History through Drama</p> <p>Topics could include for example:</p> <ul style="list-style-type: none"> ● Evacuees ● The Way West ● Protests <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> ● Explore another time period and understand its historical, social,



	<p>to:</p> <ul style="list-style-type: none"> • Have a basic understanding of Drama skills • Be able to translate the skills learnt into performance opportunities 	<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Identify key elements of the chosen genre • Perform in the style of a genre • Reflect on their work 	<p>cultural and political context</p> <ul style="list-style-type: none"> • Empathise with events in history in order to further explore the human condition
Year 8	<p>Creating from a stimulus</p> <p>Topics could include for example:</p> <ul style="list-style-type: none"> • Darkwood Manor • The Stones • Warden X <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Build tension and atmosphere in a performance • Use a variety of devising techniques such as soundscape, mime, verbal and non verbal communication • Apply semiotics to performance (lighting and sound) 	<p>Exploring and developing character</p> <p>Topics could include for example:</p> <ul style="list-style-type: none"> • Commedia Dell'Arte • Spy School • Stanislavski <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Use relevant rehearsal techniques to develop a character • Understand the elements of how to develop a character • Be able to sustain a character throughout a performance 	<p>Exploring a text</p> <p>Topics could include for example:</p> <ul style="list-style-type: none"> • Shakespeare • Blood Brothers • Curious Incident • Ernie's Incredible Illusions <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Understanding the role of a director in creating performance • Understand how a performance is created from page to stage • Explore themes within a text • Explore in depth characters from a text
Year 9	<p>Exploring a piece of repertoire and its constituent parts</p> <p>Exploring the way in which a practitioner develops a piece of performance</p>	<p>Developing, performing and evaluating text</p> <p>Exploring a text and prepare for a performance.</p> <p>Texts could include:</p>	<p>Devising theatre</p> <p>Devising a piece of Drama, arising from a stimulus with a targeted audience in mind</p>



	<p>By the end of this topic, students should have:</p> <ul style="list-style-type: none"> ● Researched a practitioner ● Identified and explored how a practitioner creates a play ● Taken a practitioner’s rehearsal techniques and applied it in workshop sessions 	<ul style="list-style-type: none"> ● Blood Brothers ● The Dumb Waiter ● Our Day Out ● Blue Remembered Hills ● The Crucible ● A Midsummer Nights Dream <p>By the end of this topic, students should have:</p> <ul style="list-style-type: none"> ● Developed performance skills through creating targets and reviewing progress (skills audit) ● Used a text extract to create a performance 	<p>By the end of this topic, students should have:</p> <ul style="list-style-type: none"> ● Taken part in teacher led workshops exploring a set stimulus in a range of different ways ● Selected appropriate physical and vocal techniques in order to create a performance ● Considered an appropriate audience
<p>KS4 (Exact structuring of course content to be established in individual schools)</p>	<p>Component 1 - Exploring the Performing Arts</p> <p>Learners will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance.</p>	<p>Component 2 - Developing skills and techniques in the Performing Arts</p> <p>Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</p>	<p>Component 3 - Responding to a brief</p> <p>Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.</p>

