

OVERVIEW

The aim in Drama is to provide students with the skills to think innovatively and develop empathy, teamwork skills and confidence. Most importantly, our curriculum is designed to inspire a lifelong appreciation of drama and theatre.

Creating, performing, and evaluating are key components of Drama at KS3. The Y8 curriculum is sequenced to support students' progression in these areas. Students will focus on the creation of their own artistic works, building to exciting and skilful performances through each unit of work. They will also focus on the development of ensemble skills as well as a love for creating original work.

Aut

Stone Cold – Scripted Drama

Developing skills in these key areas of Drama:

- Rehearsing a script - understanding that practice makes perfect
- Characterisation - creating and sustaining a realistic character in performance
- Tableaux - giving a Freeze Frame a 'heartbeat' – timing is key!
- Thought Tracking - stepping out of character to tell the audience your inner thoughts
- Character Profile – creating a full history and personality for your character
- Design – exploring how set, lights and sound can improve your piece

Assessment:

Assessment through a scripted performance in Autumn 2. Students will learn lines, rehearse, and perform in groups. This is recorded. There will be a short written task to assess key terminology from this unit and learning in Y7.

Spr

Exploring Physicality with Frantic Assembly

Developing skills in these key areas of Drama:

- Physical Theatre – using your body to tell a story
- Symbolism – understanding that motifs and symbols can help an audience engage with themes in Drama
- Frantic Assembly Theatre Company – who are they and what do they do?
- Exaggeration - bigger is better – using over the top movement to show emotion
- Pace – experimenting with the speed of your performance to create tension
- Multi-role – playing more than one character in a performance
- Heightened Emotion
- Chair Duets – a Frantic Assembly Technique to create sequences of movement
- Body as a Prop – Using your body as a prop or piece of set on stage
- Round By Through - Frantic Assembly Technique to create sequences of movement

Assessment:

Assessment is ongoing in this unit. Students will perform as individuals, a whole class and in small groups each lesson. Short videos and photographic evidence will be used to demonstrate progress.

Sum

'Using *Macbeth* as a Stimulus for Devising

Developing skills in these key areas of Drama:

- Still image - how to show emotion in a key moment of your piece
- Movement – how use the space to show emotion
- Thought Tracking - stepping out of character to tell the audience your inner thoughts
- Rehearsal - understanding that practice makes perfect
- Mime - using movement to make the audience believe you are in a specific situation
- Hot Seating – asking and answering interesting questions to help learn more about your character
- Language Economy – only using language that is needed and had a purpose – keep it dramatic!
- Tableaux - giving a Freeze Frame a 'heartbeat' – timing is key!

Assessment:

Assessment through the performance of an original piece of theatre in Summer 2. Students will use *Macbeth* as a stimulus to create and perform a piece of theatre for an audience. There is also a short written task that assesses key knowledge from across the year, and begins to encourage the critical evaluation of Drama.

Useful resources for supporting your child at home:

- Watching theatre is an important way to improve knowledge and understanding in Drama:

[Digital Theatre+ \(digitaltheatreplus.com\)](http://digitaltheatreplus.com)

Login details: login.13188

Password: extra@1320

Homework:

- Not given at KS3
- Independent rehearsals may be required in students' own time