

Drama KS3 Curriculum Map

YEAR	UNIT
<p>YEAR 7: Our Ethos this Year</p> <p>Our Year 7 curriculum is designed to promote our core values of determination, resilience and enthusiasm for learning. Through play and experimentation, it encourages students to approach Drama basics with a sense of fun and curiosity, developing their confidence along the way. Group work, performance and constructive feedback should develop their resilience as they build up to performing an extract from a pantomime.</p>	<p style="text-align: center;">UNIT: Introduction to the Drama Medium and Melodrama (8 lessons)</p> <p><u>Key Knowledge Content</u> Mime – a form of drama Role – a stock character or archetype Melodrama – a genre of drama Status – the power/influence a character holds Narrative Structure – the structure of the plot Vocal techniques – such as pitch, pace, pause Physical techniques – such as movement, posture</p> <p><u>Link to Prior learning</u> Depending on when in the year the unit is covered, English teachers could make links to content learned in English lessons in relation to character and narrative structure.</p> <p><u>Big Question</u> How can physicality be used to communicate meaning to an audience?</p> <hr/> <p>Skills (End Points) – based on GCSE Assessment Objectives 1, 2 and 4. 3 is implicit.</p> <p>Creating: To devise moments of performance and stage extracts appropriately.</p> <p>Performing: To vary vocal and physical techniques appropriate for the role.</p> <p>Responding: To make clear comments on the effect of a performer’s choices.</p>

YEAR 8: Our Ethos this Year

Our Year 8 curriculum is designed to build on the foundation of basic performance skills developed in Year 7 and equip students with a handful of non-naturalistic performance methods to aid their ability to interpret and stage an extract confidently and creatively. Reflecting our core value of enthusiasm for learning, this dynamic and playful scheme explores space and staging through David Calcutt's adaptation of 'Dracula' by Bram Stoker.

UNIT: Non-naturalistic Performance Methods: 'Dracula' (8 lessons)

Key Knowledge Content

Character – a person in the text with clear context

Naturalism – a style of performance which attempts to reflect real life

Non-naturalism – performance methods which don't attempt to mirror real life

Physical theatre – a form of performance

Narration – a form of performance

The Fourth Wall – the imaginary wall between performer and audience

Staging – the placement and movement of cast and set on stage

Symbolism – where an image represents an idea

Link to Prior learning

Building on their knowledge of roles, students will now learn how a character differs.

Building on their understanding of staging, they will now learn how to stage a moment symbolically.

Building on their ability to apply physical techniques to a role within melodrama, they will now learn how to use physical techniques to engage the audience through non-naturalistic performance methods.

Big Question

How can staging be used symbolically to communicate meaning to the audience?

Skills (End Points) – based on GCSE Assessment Objectives 1, 2 and 4. 3 is implicit.

Creating: To clearly apply non-naturalistic techniques when staging an extract.

Performing: To vary vocal and physical techniques appropriate for the role.

Responding: To explain the effect of creative choices.

Year 9

Unit 1 Ethos: Our Year 9 Devising Theatre Unit is designed to challenge students to apply the knowledge of Drama methods developed in Year 8, promoting our core values of teamwork and creativity as they embark on a journey to devise their own piece of theatre. With a focus on characterisation and plot, this schemes acts as an entry-level devising module, preparing students for devising at GCSE.

Unit 1: Devising Theatre (Autumn - 8 lessons)

Key Knowledge Content

Devising theatre – a collaborative method of creating theatre

Stimuli – creative starting points or inspiration

Characterisation – the development of character

Linear vs. non-linear narrative – chronological vs. non-chronological

Explorative exercises – such as hot seating and improvisation

Script format – formatting a script logically, using features such as stage directions

Rehearsal and refinement methods – such as thought tracking and ‘actioning’

Link to Prior learning

Building on their knowledge of character, they will now learn how to devise characters themselves.

Building on their knowledge of staging, they will now experiment with staging their devised piece.

Building on their knowledge of style (naturalism and non-naturalism), they will now apply their understanding of either naturalism or non-naturalism to their own piece.

Big Question

How can we ensure we communicate our intentions to the audience through our artistic choices?

Skills (End Points) – based on GCSE Assessment Objectives 1-4

Creating: To devise, rehearse and refine a short scene based on three stimuli.

Performing: To vary vocal and physical techniques appropriate for the role.

Responding: To analyse and evaluate devised performance through a mini portfolio.

Demonstrating knowledge: To demonstrate knowledge of ‘Key Knowledge Content.’

Unit 2 Ethos: Our Year 9 theatre Makers in Practice Unit is designed to get students exploring how performance skills can communicate meaning in more depth. They will learn how to think as a director and advise their performers, keeping their artistic vision in mind. With a focus on the 4-mark question in the exam paper, this unit serves as a taster for Component 3 at GCSE level.

Unit 2: Theatre Makers in Practice (Spring - 5 lessons)

Key Knowledge Content

The Director – has creative control over a production

Directorial vision – how the director imagines/intends the piece to be performed

The Performers – are there to help the director fulfil their vision

Conventions – the typical features of a style or genre

Context – the historical background of a text

Link to Prior learning

Building on their understanding of performance skills, they will now learn how to guide a performer, in role as a director.

Building on their previous exposure to style and genre, they will now look at how to apply specific conventions as a director.

Building on their ability to analyse how meaning is communicated in performance, they will now learn to consider how context can impact a director's decisions.

Big Question

How might the context of a piece influence the directorial vision?

Skills (End Points) – based on GCSE Assessment Objectives 1-4

Creating: To create and develop ideas to communicate meaning in performance

Performing: To apply performance skills to realise artistic intention during brief practical activities

Responding: To analyse the effect of artistic choices.

Demonstrating knowledge: To demonstrate knowledge of 'Key Knowledge Content.'

Unit 3 Ethos: Our Year 9

Performance from a Text Unit is designed to prepare students for staging longer extracts at GCSE level. It examines performance skills and how they can be used to create meaning more closely, introducing strategies for more confident and nuanced performance. Students should develop their ability to interpret and stage an extract, bringing characters to life convincingly.

Unit 3: Performance from a Text (Summer - 6 lessons)

Key Knowledge Content

Stage space – the space physically utilised by an actor

Levels – can be used to show characters' status

Proxemics – the space between actors

Tension levels – the level of tension a character experiences

Actioning – using verbs to pinpoint a character's intention in a given line

Listening and reacting – responding to each line as if hearing it for the first time

Link to Prior learning

Building on their ability to guide actors as a director, they will now apply these skills to a longer extract, working in a small group.

Building on their knowledge of how directors use style and genre to guide their decisions, they will now put this into practice.

Building on their understanding of staging, they will now experiment with staging a longer extract.

Big Question

How can we ensure we communicate clear meaning through every line of an extract?

Skills (End Points) – based on GCSE Assessment Objectives 1-4

Creating: To stage an extract appropriately, bearing style and genre in mind.

Performing: To vary vocal and physical techniques appropriate for the role.

Responding: To analyse the effect of creative choices.

Demonstrating knowledge: To demonstrate knowledge of 'Key Knowledge Content.'