

SUBJECT: Drama

Key Stage 3: Curriculum Overview

	Year 7	Year 8	Year 9
Autumn 1	<p>Topic: Darkwood Manor This topic will introduce students to characterisation for the first time. Students will explore and gain understanding of what makes a character and how they are performed on stage. By introducing these key characterisation elements within the first topic, students are taught from the outset about building a character as well as performing on stage. The social context to this topic is to make students aware of the dangers of roaming in abandoned houses and the consequence of lying to parents.</p> <p>Key skills and techniques: Body language Facial expressions Movement Tone of voice Hand gestures</p>	<p>Topic: Lulu the Runaway Within this topic students are introduced to Drama practitioners for the first time. Stanislavski introduced rehearsal techniques to improve quality performances so students will learn to use these techniques to help them get to know their characters and make them more truthful for the audience. The students look at a poem based on a girl running away – there are links to GCSE English at looking at poetry as well as exploring the effects on the family when a child runs away and gets killed when missing. The social context of this topic is to explore the effects of children running away.</p> <p>Key skills and techniques: Facts to develop a story Hot-seating Still Image Thought tracking Magic if</p>	<p>Topic: Diverse scripts This topic explores extracts from scripts by three global majority playwrights – The Accordion Shop by Cush Jumbo, In the Heights by Lin Manuel Miranda and Noughts and Crosses by Malorie Blackman. The scripts look at issues of racism, wealth, status, and society. Students read the script excerpts as a class and have opportunities to devise their own scenes and write scripts based on the characters and stories.</p> <p>Skills and techniques: Using script Split Scene Still Image Choral Speaking Flash forward Proxemics Facing front</p> <p>AFL Teacher and self-assessment</p>

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<p>Autumn 2</p>	<p>Topic: Wacky Soap Students will continue their exploration on how to build characters and perform these on stage, as well as learning new techniques. This will be the first-time students have been introduced to these techniques and applying them to their performance. The social context to this topic includes the students investigating the dangers of drug taking and understanding the effects these have on you.</p> <p>Key skills and techniques: Thought tracking Choral speaking Split scene Synchronised movement</p> <p>AFL Teacher and self -assessment</p>	<p>Topic: Melodrama and Mime Within this topic, students will learn a new style of theatre called Melodrama. From this topic, students will explore the stock characters villain, heroine and hero – we will explain why the narrative is constantly used, and the social context is looking at how the basic storyline is fundamentally sexist. They will then go on to look at the style of silent movie and mime.</p> <p>Key skills and techniques: Asides Narrative Stock characters Levels Building tension Mime</p> <p>AFL Teacher and self -assessment</p>	<p>Topic: Mask work This topic brings together many skills and techniques learned in year 7 and 8 as students explore the use of Masks within performance. Each student is given their own masks which they use to develop their body language, hand gestures and movement to show what they are feeling while wearing the mask. Students learn the rules of mask, and develop how they can tell a story without the use of facial expressions and voice. The social context is to read people’s non-verbal signals.</p> <p>Key skills and techniques: Mime Puppetry Marking the moment Movement and body language to show an Emotion</p> <p>AFL Teacher and self -assessment</p>
<p>Spring 1</p>	<p>Topic: It was Terrifying Students are introduced to the foundations of interacting with the</p>	<p>Topic: Murder Mystery Within this topic students are given</p>	<p>Topic: Whole Term Responding to a stimulus This topic will help students explore</p>

	<p>audience and using symbols and motifs to give audience information about the characters and their relationships on stage. Students are given their first introduction to the communication of an actor to the audience, they will investigate how these symbols influence the audience and as an audience how we pick up clues based on what we are shown. The short story which involves a student starting school for the first time is to examine empathy within the class and to understand the feelings of new students. There is another social context with the content of the performance as students are asked to look at a short story based on a student starting a new school.</p> <p>Key skills and techniques: Proxemics Eye contact Status Audience involvement Creating an atmosphere</p> <p>AFL Teacher and self -assessment</p>	<p>scenarios, sets and clues to create their own murder mystery – each week another theatrical convention will be added to bring to life this murder investigation. The students will have control over the narrative for the first time, leading to their devising skills and giving them control. The social context is for students to understand the implications of murder and murder by association.</p> <p>Key skills and techniques: Narrative Plot twists Music in performances Props Setting a scene</p> <p>AFL Teacher and self -assessment</p>	<p>devising skills, allowing students to understand devising and responding to a given stimuli and how this is used to create engaging and educational performances. The social context is to show students that characters will meet different people throughout their lives.</p> <p>Key Skills and techniques: Mirroring Physical theatre Absent incident Sliding doors Target audience</p> <p>AFL Teacher and self -assessment</p>
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<p>Spring 2</p>	<p>Topic: Greenal/Graynal Within this topic, the theme is the environment, by looking at two fictional islands ‘Greenal/Graynal’ the students get to examine the effect of industry and technology on natural habitat. This will allow them to think about their future decisions and how they protect the environment. The social context to the topic is the exploration of climate change and the environment around us.</p> <p>Key skills and techniques: Flashforward Debate Contrast Traverse staging</p> <p>AFL Teacher and self -assessment</p>	<p>Topic: The Tempest This topic enables students to explore the characters and plot of William Shakespeare’s play The Tempest in a practical way. They will use simplified scripts with Elizabethan language to gain a greater understanding of the style of Shakespeare’s writing. The topic also allows students to devise scenes based on the script using modern language to better understand the play.</p> <p>Key skills and techniques: Using script as a stimulus Devising Characterisation Soundscape Status Scenarios Monologue/epilogue Still images</p> <p>AFL Teacher and self-assessment</p>	<p>Topic: Whole Term Responding to a stimulus – continued. This topic will help students explore devising skills, allowing students to understand devising and responding to given stimuli and how this is used to create engaging and educational performances. The social context is to show students that characters will meet different people throughout their lives.</p> <p>Key skills and techniques: Vantage point Flashforward 5-way monologues Style Setting</p> <p>AFL Teacher and self -assessment</p>
<p>Summer 1</p>	<p>Topic: Whole Term-The Terrible Fate of Humpty Dumpty For this final topic, students will use a complete script for the first time, therefore linking directly with both the GCSE and BTEC Drama. The</p>	<p>Topic: Whole Term-Arson About Within this topic students will be working on the same script for the whole term in order for them to get used to working with scripts for both GCSE/BTEC units as well as English GCSE.</p>	<p>Topic: Whole Term-Mugged This topic will help students apply devising skills and character features to a new script. The play ‘Mugged’ will allow</p>

	<p>students will work on the same script for the whole term so they can complete the play and get used to reading and analysing the play within discussion alike and will also focus on using stage directions and investigating subtext within the dialogue. This final topic of the year is a thought-provoking play with the social context is liked to exploring the terrible impact of bullying and peer pressure.</p> <p>Key skills and techniques: Backstory Cannon Split scene Persuasion</p> <p>AFL Teacher and self -assessment</p>	<p>Students explore the culprits of arson and what it can lead to within society. The social context within this topic is to explore the effects of arson and the repercussions that can cause for all involved.</p> <p>Key skills and techniques: Puppetry Angel and Devil Educational performances Flashbacks and forwards</p> <p>AFL Teacher and self -assessment</p>	<p>students to understand how characterisation and skills are used to show various characters on stage and to emphasise key character and plot moments in scenes. This topic will also be used to assess student abilities in applying devising skills to create characterisation from the stimuli of a script. The social context is to investigate the effects of knife crime.</p> <p>Key skills and techniques: Symbolism Physical theatre Absent incident Stage directions as narration</p> <p>AFL Teacher and self -assessment</p>
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