



## KS3 Drama – Programme of Study

Term	Key Aims	Content	Assessment/link to KS4
Whole Year	<p>By the end of year 7 Students must be able to do the following;            Create a basic role demonstrating some appreciation of how this might affect choice of language and physicalisation.            Share a small amount of work with peers and teachers for assessment, showing that some preparation and planning has gone into a final outcome            Explain some basic choices in their ability to create and improve work using basic drama keywords.            Share an opinion on the work of others through written or verbal methods, showing some awareness of preferences and identification of skills.</p>	Character Posture Gesture Facial expression Tone Pitch Volume Projection Tableaux Soliloquy Mime Dialogue Protagonist Thought-Tracking Physical Theatre Non-Naturalism Slow Motion Levels Scene Narration Improvisation Rehearsal Ensemble Feedback Devising. Theatre In Education	
Autumn 1	<p>Can I work collaboratively with others to achieve a shared outcome?            Can I use my imagination to create physical and abstract items with no props?</p>	<p><b>Intro to Theatre and Key Drama Skills</b></p> <ul style="list-style-type: none"> <li>• Collaborative working</li> <li>• Team building</li> <li>• Trust</li> <li>• Still Image</li> <li>• Thought Tracking</li> </ul>	<p>No formal assessment in first half term</p> <p>Component 1 Devising Theatre            Aspects of Component 3 – being able to evaluate what makes successful drama.            Component 2 Performance</p>

	<p>Can I begin to express the inner life of a character through exploring their thoughts? Can I... Present work to peers and teacher showing some focus Learn simple lines and cues Demonstrate audibility in voice. Use simple movement to communicate meaning.</p>	<p><i>Use PowerPoint 'Intro to Drama Year 7</i></p> <p>Pantomime, to include vocal and physical skills, narration, still image, aside, learning lines</p> <p><i>Skills: Freeze Frames/Still Image/Tableaux Thought Tracking Physical Theatre</i></p>	
Autumn 2	<p>Can I develop a character through explorative strategies? Can I apply research to my practical work? Can I write an original soliloquy/monologue and perform it?</p>	<p><b>'Titanic' – Survivors' Stories</b></p> <p>SOW on file</p> <p><i>Skills: vocal (pitch, pace, pause, intonation) Physical (gesture/mannerisms/body language) Applying freeze frames to devised piece based on Titanic characters</i></p>	<p>Milestone Assessment: Performance of monologues</p> <p>Component 2 Performance from text</p> <p>Component 1 Devising Theatre</p>
Spring 1	<p>Can I work collaboratively? Can I work within the drama environment? Can I use non naturalistic techniques in drama? Can I use my body and movement creatively to create the impression of certain things</p>	<p><b>Physical Theatre</b></p> <ul style="list-style-type: none"> <li>• Working collaboratively</li> <li>• Using physicality to tell a simple story</li> <li>• 'The Living House'</li> <li>• 'The Perilous Journey'</li> <li>• Sound collage</li> </ul> <p>Research Frantic Assembly Chair Duets</p>	<p>Milestone Assessment Mini Devising task to use Physical Theatre to show a response to a stimulus (likely a song or a poem)</p> <p>Component 1 Devising (and using research to inform practical work)</p>

		Round/Use/Delete	
Spring 2	<p>Can I use masks in my drama effectively?</p> <p>Can I apply body language to communicate meaning on stage</p> <p>Can I develop a character and prepare a piece of narration for a mask?</p>	<p><b>Trestle Theatre Masks Scheme</b></p> <p>Developing characters</p> <p>Facing Audience</p> <p>Correct use of masks</p> <p>Mime</p> <p>Writing a piece of narration</p> <p>Evaluating own work and that of peers</p>	<p>Milestone Assessment</p> <p>Performance of Mask Narration</p> <p>Evaluation completed of own work and that of one other group (either prepared and delivered as a presentation or written)</p> <p><b>Component 2 Performance</b></p> <p><b>Component 1 Devising (evaluating)</b></p>
Summer 1	<p>Can I interpret scripts and use physical and vocal skills to add to my understanding of characters/plot</p>	<p><b>Script work 1</b></p> <p>'Granny and the Wolf'</p> <p><i>Skills:</i></p> <p><i>Physical and Vocal skills</i></p> <p><i>Design skills – staging, props, scenery, lighting, sound</i></p>	<p>Milestone Assessment</p> <p>Realisation and performance of a key scene from text</p> <p>Either as a designer or performer (?)</p> <p><b>Component 2</b></p>
Summer 2	<p>Can I devise a comedic scene?</p>	<p><b>Devising 2</b></p> <p>Comedy</p> <p>Slapstick</p> <p>Black comedy</p> <p>Commedia del'Arte</p> <p>Sitcoms</p>	<p>Milestone Assessment</p> <p>Comedy Showcase</p> <p>Devising and performing skills</p> <p>Component 1 Devising</p>

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Whole Year	<p>By the end of year 8 Students must be able to do the following;</p> <ul style="list-style-type: none"> <li>• Sustain a role for a reasonable length of time, considering basic voice and movement aspects.</li> <li>• Interpret and realise a text in a naturalistic style</li> <li>• Work cooperatively within a group, sharing ideas.</li> <li>• Understand the basic structure of a devised piece, and create their own as part of a group.</li> <li>• Devise an original piece of work from a stimulus,.</li> <li>• Understand the role of director and the elements of knowledge and interpretation that this entails</li> <li>• Be able to explain how effective work is at fitting a brief, style or genre in basic technical terms.</li> </ul>		
Autumn 1	<p>Can I imagine myself as a different character?  Can I act in a short script as a different character?  Can I learn lines from a script for performance?  Can I use hot seating to develop my understanding of character?  Can I support others in their development of their character?</p>	<p><b>Practitioner: Naturalistic Drama</b></p> <p>Stanislavski and the Given Circumstances</p> <p>Building a character different to yourself using imagination and emotion recall</p> <p>How to find the given circumstances of a script or character through</p>	<p>Milestone Assessment: Performing</p> <p>Performance of script extract</p> <p>Component 2 Performance from a text</p>

		<p>basic Who? What? Why? When? Where?</p> <p>Interpretation of scripts (scripts to be selected to suit group)</p> <p>Stage Directions</p> <p>Research into Stanislavski</p> <p>Link to 'DNA' from GCSE</p>	
Autumn 2	<p>Can I mind map ideas for performance</p> <p>Can I evaluate and select appropriate ideas</p> <p>Can I work collaboratively in a small group to create a piece of devised theatre?</p>	<p><b>Devising from a stimulus</b></p> <p>To include a variety of stimuli: Poem, song, picture, artefact, text</p> <p>Applying Stanislavski methods to devise a naturalistic piece of devised theatre</p> <p>Understand how to devise a simple scene/play structure (beginning, event, consequence)</p>	<p>Milestone Assessment – Making characterisation</p> <p>Quality of ideas</p> <p><b>Component 1 Devising Theatre</b></p>
Spring 1	<p>Can I use non naturalistic techniques to enhance my drama?</p> <p>Can I evaluate how effective these techniques are?</p> <p>Can I begin to link different techniques?</p> <p>Can I draw links/contrasts to Naturalistic drama?</p>	<p><b>Non naturalistic Drama</b></p> <p>Links to Physical Theatre from Yr 7</p> <p>Multi role playing</p> <p>Flashbacks</p> <p>Thought tracks</p> <p>Freezes</p> <p>Narration</p> <p>Breaking Fourth Wall</p> <p>Montage</p>	<p>Milestone Assessment: Evaluating</p> <p>Written evaluation of own and others work</p>

		<p>Symbolism</p> <p><b>Possible link to Practitioner - Brecht</b></p>	
Spring 2	<p>Can I interpret the work of Shakespeare?</p> <p>Can I develop a Shakespearian character?</p> <p>Can I use explorative strategies and role play to help understand Shakespeare play?</p> <p>Can I explore themes of colonialization and servitude inherent to the play?</p> <p>Can I perform as part of a group in one key scene?</p> <p>Can I direct others in their performance?</p>	<p><b>Shakespeare – lost on the island</b></p> <p>'The Tempest'</p>	Milestone Assessment - Performing
Summer 1	<p>Can I engage in role plays to empathise with a variety of arguments?</p>	<p>Exploring issues through drama</p> <p>Workshops based on a variety of issues:</p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Peer pressure</li> <li>Crime and punishment</li> <li>Social media</li> <li>Equality</li> </ul> <p>Preparation for TIE unit Summer 2</p>	
Summer 2	<p>Can I develop and perform a piece of educational theatre for a specified age group?</p> <p>Can I research an area of educational importance to inform my devised drama?</p> <p>Can I perform with confidence to an audience?</p>	<p>Devising from a stimulus – Theatre in Education</p> <p>Students to develop a short piece of theatre that has an educational message and is aimed at a specified audience.</p>	Milestone Assessment - Making