

DRAMA STATEMENT OF AIMS

THE AIM OF THE KS3 CURRICULUM IS TO DEVELOP...

SUCCESSFUL LEARNERS

KS3 Drama is a vehicle in which students explore themes and issues in a practical way by **presenting and performing a text**, enabling them to develop their knowledge and understanding. Scripted works from Mark Wheeler, Willy Russell and the Grimms Brothers are explored and studied, developing the students understanding of the social, cultural and historical contexts of the plays. **Devising a performance** is also a large part of the curriculum as it promotes creativity, originality and the development of drama skills and techniques, including evaluating live theatre; **Performance and Response**. Drama practitioners such as Brecht, Stanislavski and Artaud are also studied, explored and assessed; challenging all students.

CONFIDENT, INSPIRED INDIVIDUALS

Students are encouraged to think outside the box in a safe, stimulating and inspirational environment. The setting and resources available to students, also helps to enhance their learning in the classroom. Students also have the opportunity to attend extra curricular clubs and perform to an audience through musicals, shows and assemblies.

ASPIRING, RESPONSIBLE CITIZENS

Students are encouraged to get to grips with themes and real life issues. Whilst learning the history of theatre, drama practitioners and drama skills, they too are learning social skills such as team work and developing self confidence.

CURRICULUM MAP KS3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y7	<i>Introduction to Drama</i>	<i>Darkwood Manor</i>	<i>Devising</i>	<i>Grimms Tales</i>	<i>Masks/Mime</i>	<i>Live Theatre Review (Peter Pan)</i>
ASSESSMENT	AP1 Exploring key Drama skills (Devising and performance)	Developing skills in characterisation (Devising and performance)	Using a given stimuli students perform and present a scene on a topic/theme or issue (Devising and Performance)	AP2 Performing a scripted play 'Little Red Cap' (Presenting and Performing a Text)	Developing skills in Mime and exploring the Trestle Mask Theatre Company (Devising and performance)	AP3 End of year exam - Google document for summative assessment (Performance and Response)
Y8	<i>Urban Legends</i>	<i>Melodrama (Sweeney Todd)</i>	<i>Devising</i>	<i>Bugsy Malone (American Prohibition)</i>	<i>Physical Theatre</i>	<i>Live Theatre Review (Treasure Island)</i>
ASSESSMENT	AP1 Developing skills in story telling using vocality and the mediums of Drama (Devising and performance)	Exploring of Stock Characters and Sweeney Todd script (Presenting and Performing a Text)	Students given a stimulus topic, theme or issue to create a short performance from (Devising and Performance)	AP2 Developing skills in script work using vocality and character development (Presenting and Performing a Text)	Exploring physical skills within performance, using body language as a focal point (Devising and performance)	AP3 End of year exam - Google document for summative assessment (Performance and Response)
Y9	<i>Improvisation</i>	<i>Drama Practitioners</i>	<i>Devising in the style of a practitioner</i>	<i>Too Much Punch for Judy - Mark Wheeler (Drink driving)</i>	<i>Girl's Like That - Evan Placey (Social Media)</i>	<i>Live Theatre Review (Everybody's Talking about Jamie)</i>
ASSESSMENT	AP1 Developing styles, methods and practices of improvised Theatre (Devising and performance)	Developing styles, methods and practices of Artaud, Brecht, Frantic Assembly and Katie Mitchell (Devising and performance)	Devising using the methods and practices of Artaud/Brecht/Frantic Assembly/Katie Mitchell (Devising and performance)	AP2 Developing performance skills using a script (Presenting and Performing a Text)	Using a script to explore the effects of Social Media in society (Presenting and Performing a Text)	AP3 End of year exam - Google document for summative assessment (Performance and Response)