

DRAMA

STATEMENT OF AIMS

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

SUCCESSFUL LEARNERS

The KS3 Drama curriculum develops successful learners through the practical exploration of themes, issues, and ideas. Students study a range of scripted works by playwrights such as Evan Placey, Alan Parker, John Godber, Stephen Sondheim, and Carol Ann Duffy, gaining an understanding of their social, cultural, and historical contexts. Alongside this, students devise original performances, developing creativity, independence, and a wide range of dramatic skills and techniques. Students also explore the work of influential theatre practitioners, including Bertolt Brecht, Konstantin Stanislavski, Antonin Artaud, and Katie Mitchell, while learning to analyse and evaluate live theatre through Performance and Response activities. Strong cross-curricular links with English, History, and PSHE enrich learning, while transferable skills such as teamwork, communication, leadership, problem-solving, time management, and self-reflection are developed throughout the course.

CONFIDENT, INSPIRED INDIVIDUALS

KS3 Drama encourages students to think creatively, take risks, and express themselves within a safe, supportive, and inspiring environment. Practical lessons promote confidence, resilience, and self-belief, allowing students to develop both personally and artistically. The specialist facilities and resources available enhance students' learning experiences and provide opportunities for high-quality performance work. Students are also encouraged to participate in a range of extra-curricular activities, including productions, musicals, showcases, and assemblies, enabling them to perform before audiences and further develop their confidence, commitment, and resilience. Throughout KS3, students also have regular opportunities to experience live theatre. As a school located in the North West, we are fortunate to have access to some of the country's leading theatres, touring productions, and professional theatre companies. These experiences enrich students' understanding of performance, expose them to a wide range of theatrical styles and genres, and support their ability to critically evaluate live theatre. Watching professional productions inspires creativity, broadens cultural awareness, and helps students make meaningful connections between classroom learning and the wider world of theatre.

ASPIRING, RESPONSIBLE CITIZENS

Drama provides students with opportunities to engage with real-life issues, diverse perspectives, and contemporary themes, helping them to develop empathy, understanding, and social awareness. Through the study of theatre history, dramatic practitioners, and performance techniques, students gain a greater appreciation of different cultures, experiences, and viewpoints. By collaborating with others and reflecting on their own work and the work of their peers, students develop respect, responsibility, and effective interpersonal skills. The curriculum equips them with the confidence and understanding needed to become thoughtful, engaged, and responsible members of society.

CURRICULUM MAP **KS3**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y7	<i>Introduction to Drama: Exploring key Drama skills (Devising and performance)</i>	<i>Darkwood Manor: Performing a scripted scene 'Escaping Darkwood Manor' (Presenting and Performing a Text)</i>	<i>Devising: Using a given stimuli students perform and present a scene on a topic/theme or issue (Devising and Performance)</i>	<i>Masks/Mime: Developing skills in Mime and exploring the Trestle Mask Theatre Company (Devising and performance)</i>	<i>Grimms Tales: Developing skills in script work using vocality and character development (Presenting and Performing a Text)</i>	<i>Live Theatre Review (Peter Pan): Exploration of evaluating and analysing a Live Theatre performance. (Performance and Response)</i>
ASSESSMENT	Composite: To create a scene on a given scenario and incorporate Drama skills effectively in performance.		Cumulative: To interpret and realise a scripted scene from page to stage, applying drama skills effectively in performance and considering the use of design elements to enhance the production.			
Y8	<i>Melodrama (Sweeney Todd) Exploring of Sweeney Todd and Melodrama, students perform and create a Sweeney-inspired performance (Devising and performance)</i>	<i>Urban Legends: Developing skills in storytelling using vocality and the mediums of Drama (Devising and performance)</i>	<i>Devising: Students given a stimulus topic, theme or issue to create a short performance from (Devising and Performance)</i>	<i>Physical Theatre: Exploring physical skills within performance, using body language as a focal point (Devising and performance)</i>	<i>Bugsy Malone (American Prohibition): Developing skills in script work using vocality and character development (Presenting and Performing a Text)</i>	<i>Live Theatre Review (Billy Elliot): Exploration of evaluating and analysing a Live Theatre performance. (Performance and Response)</i>
ASSESSMENT	Composite: To devise and present a performance inspired by Sweeney Todd, applying key melodramatic conventions and drama techniques effectively.		Cumulative: To interpret and perform a scripted scene from Bugsy Malone, demonstrating effective characterisation and vocal performance skills.			
Y9	<i>Improvisation: Developing styles, methods and practices of improvised Theatre (Devising and performance)</i>	<i>Drama Practitioners: Developing styles, methods and practices of Artaud, Brecht, Stanislavski. (Devising and performance)</i>	<i>Devising-Bouncers: Devising using the techniques of John Godber and using the play 'Bouncers' as a stimuli. (Devising and performance)</i>	<i>Theatre Design: Developing design skills using different stage plays as commissions. (Presenting and Performing a Text-Design pov)</i>	<i>Girl's Like That - Evan Placey (Social Media) Using a script to explore the effects of Social Media in society (Presenting and Performing a Text)</i>	<i>Live Theatre Review (Everybody's Talking about Jamie): Exploration of evaluating and analysing a Live Theatre performance. (Performance and Response)</i>
ASSESSMENT	Composite: To complete a practical demonstration of 'Improvisation' using a chosen scene.		Cumulative: To demonstrate knowledge and understanding of key drama practitioners including Brecht, Artaud, Stanislavski, Katie Mitchell, and John Godber through a written assessment.			