KS3 Curriculum – Drama

The Ramsey Academy

	Autumn Term															Spring Term										Summer Term													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Year 7	**Topic:** Introduction to Drama Skills							**Topic:** Pantomime								**Topic:** Greek Theatre					**Topic:** Roald Dahl					**Topic:** Abstract vs Naturalistic							**Topic:** News Report						
	Declarative Knowledge: Physical, vocal and technical skills.							**Declarative Knowledge:** Stock characters, conventions, audience interaction, exaggeration and cultural links.								**Declarative Knowledge:** Origins of Greek theatre, chorus, masks, exaggerated expression and performance conventions.					**Declarative Knowledge:** Narrative structure, character, tension and adaptation of prose for stage.					**Declarative Knowledge:** Compare abstract and naturalistic genres, directorial choices and their impact on an audience.							**Declarative Knowledge:** News-report conventions, structure, audience, role and dramatic communication.						
	Non-Declarative Knowledge: Apply three core skills in a short scene to communicate meaning to an audience.							**Non-Declarative Knowledge:** Use voice, movement, gesture, facial expression and still images to communicate character.								**Non-Declarative Knowledge:** Create chorus movement, voice, unison and direct address; rehearse in an ensemble.					**Non-Declarative Knowledge:** Adapt an extract using narration, dialogue and physical characterisation.					**Non-Declarative Knowledge:** Analyse scripts and rehearse contrasting interpretations to compare the effect of genres.							**Non-Declarative Knowledge:** Devise and write a script; direct, rehearse and perform a news report using characterisation.						
	Assessment: Short group scene and practical skills observation.							**Assessment:** Short group scene and practical skills observation.								**Assessment:** Group Greek-theatre performance with peer feedback.					**Assessment:** Perform a scripted/adapted scene and reflect on choices.					**Assessment:** Perform and evaluate contrasting scenes, justifying performance choices.							**Assessment:** Present a scripted news report; assess clarity, directing and performance skills.						
	Curriculum Connection: Foundation for characterisation, devising and ensemble performance.							**Curriculum Connection:** Foundation for characterisation, devising and ensemble performance. Cultural links								**Curriculum Connection:** Historical and cultural theatre knowledge; foundations for Year 8 devising.					**Curriculum Connection:** Develops character skills for Year 8 and text interpretation.					**Curriculum Connection:** Develops interpretation and evaluation for Year 8 text study and GCSE Drama.							**Curriculum Connection:** Combines devising, scriptwriting, character and ensemble work.						

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Year 8	**Topic:** Genres of Theatre							**Topic:** Murder Mystery								**Topic:** Text Study: Face					**Topic:** Devising Skills					**Topic:** Text Study: Performing Shakespeare													
	Declarative Knowledge: Theatre games, narrative adaptation, character, story structure and comparison of stage and screen.							**Declarative Knowledge:** Clues, suspense, plot twists, audience expectations, and genre conventions.								**Declarative Knowledge:** Shakespearean language, relationships, character, status, themes and performance context; links with Face.					**Declarative Knowledge:** Stimuli, improvisation, dramatic structure and rehearsal strategies.					**Declarative Knowledge:** Shakespearean language, relationships, character, status, themes and performance context													
	Non-Declarative Knowledge: Use improvisation, character work, role play, hot-seating and expressive storytelling.							**Non-Declarative Knowledge:** Create suspense through pace, proxemics, role and dramatic tension.								**Non-Declarative Knowledge:** Explore scenes through practical analysis, scripted acting and vocal/physical character choices.					**Non-Declarative Knowledge:** Generate, select, refine and rehearse original material collaboratively.					**Non-Declarative Knowledge:** Explore scenes through practical analysis, scripted acting and vocal/physical character choices.													
	Assessment: Adapt and perform a Roald Dahl extract; reflect on choices.							**Assessment:** Perform an original mystery scene and justify choices.								**Assessment:** Perform a scripted extract and explain interpretation decisions.					**Assessment:** Devised group performance with rehearsal log and evaluation.					**Assessment:** Perform a scripted extract and explain interpretation decisions.													
	Curriculum Connection: Extends Year 7 character and storytelling into text adaptation.							**Curriculum Connection:** Applies devising, narrative and characterisation.								**Curriculum Connection:** Extends text study and prepares for GCSE scripted performance.					**Curriculum Connection:** Foundation for GCSE Drama devising component.					**Curriculum Connection:** Extends text study and prepares for GCSE scripted performance.													

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Year 9	**Topic:** Blood Brothers							**Topic:** Styles of Theatre / Verbatim Theatre								**Topic:** Text Study: DNA					**Topic:** Theatre education						**Topic:** Theatre education							**Topic:** John Godber & Theatre Design						
	Declarative Knowledge: Themes, context, relationships, dramatic irony and performance skills.							**Declarative Knowledge:** Naturalism, physical theatre, epic theatre, verbatim conventions, ethics and cultural context.								**Declarative Knowledge:** Themes of responsibility, status, group dynamics and tension; Dennis Kelly's dramatic methods.					**Declarative Knowledge:** Godber's style, direct address, multi-roling, ensemble techniques and social context.						**Declarative Knowledge:** Set, costume, lighting and sound terminology and design considerations							**Declarative Knowledge:** Godber's style, multi-roling, direct address and social context. Set, costume, lighting, sound and how design communicates meaning.						
	Non-Declarative Knowledge: Interpret extracts using purposeful voice, movement, character relationships and subtext.							**Non-Declarative Knowledge:** Devise short contrasting scenes; interpret testimony responsibly through voice and movement.								**Non-Declarative Knowledge:** Stage extracts using subtext, proxemics, pace, vocal choices and character relationships.					**Non-Declarative Knowledge:** Use role switching, direct address and ensemble movement to interpret a scene.						**Non-Declarative Knowledge:** Develop and presentation of design choices considering context and conventions							**Non-Declarative Knowledge:** Use multi-role performance, transitions and stylised character work. Develop and present a justified design concept for a studied scene.						
	Assessment: Perform a scripted scene and explain choices.							**Assessment:** Devising performance								**Assessment:** Scripted performance and analytical reflection on choices.					**Assessment:** Perform an extract with evaluation of stylistic choices.						**Assessment:** Design portfolio							**Assessment:** Group extract with evaluation of theatrical devices. Design portfolio/pitch with annotations and rationale.						
	Curriculum Connection: Supports GCSE scripted performance and live-theatre analysis.							**Curriculum Connection:** Devising drama and artistic ethical responsibility								**Curriculum Connection:** Prepares for GCSE text interpretation and performance analysis.					**Curriculum Connection:** Broadens understanding of playwright intentions and performance styles.						**Curriculum Connection:** Broadens understanding of playwright intentions and performance styles.							**Curriculum Connection:** Broadens performance styles and GCSE theatre knowledge. Direct preparation for GCSE Drama design and analysis.						