



The curriculum for this stage of students' education has been designed to develop students' introduction to secondary school Drama by further developing skills in the three main areas of performance, devising and theatre analysis. The intention is to build upon the skills gained in Year 7, to help performers become even more confident. Students will continue to work creatively and learn more about the benefits of the arts and Drama in their education and daily lives. Drama is taught 1 lesson a week at KS3.

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| <p><b><u>HALF TERM 1: Introduction to Drama</u></b><br/>Students will be introduced to the Drama techniques of Cross Cutting, Improvisation and Choral Speaking.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to use the following techniques: Cross Cutting, Improvisation and Choral Speaking.</li> <li>• How to use spacing and positioning to ensure they are seen by the audience.</li> <li>• How to analyse and evaluate performances focusing on giving positive and constructive comments.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b><br/>Formal assessment based on a short-devised performance using the 3 techniques which they will perform to the rest of the class.<br/>A written evaluation showing evidence of self and peer assessment.</p> | <p><b><u>HALF TERM 2: Blood Brothers</u></b><br/>Students will be introduced to Willy Russel's <i>Blood Brothers</i>, exploring the themes and characters of the play.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What we mean by the term 'Class', 'Superstition' and how they play an important role in the play.</li> <li>• How to use their body language and voice to portray characters of different ages and class.</li> <li>• The basic plot points and themes of Blood Brothers</li> <li>• How to perform extracts of Blood Brothers focusing on portraying clear character.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b><br/>Formal assessment based on a short performance of an extract from Blood Brothers.<br/>A written evaluation showing evidence of self and peer assessment.</p> | <p><b><u>HALF TERM 3: Knife Crime (Devising)</u></b><br/>In this topic students will use Devising to explore the topic of Knife Crime.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What the term Devising means.</li> <li>• How to devise and the steps to take to create a clear story.</li> <li>• How to respectfully discuss serious issues and themes thinking thoughtfully about the situations of others.</li> <li>• How to use devising to create a performance based on Knife Crime.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b><br/>Formal assessment based on a short devised performance on the theme of Knife Crime.<br/>A written evaluation showing evidence of self and peer assessment.</p> |
| <p><b><u>HALF TERM 4: Verbatim Theatre</u></b><br/>Students will be introduced to Verbatim Theatre and use it to create a performance.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What the term 'Verbatim' means and how it is used in theatre.</li> <li>• The different types of sources that can be used as verbatim.</li> <li>• How to devise a piece of theatre around verbatim information.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b><br/>Formal assessment where students will devise their own performance using Verbatim.<br/>A written evaluation showing evidence of self and peer assessment.</p>  | <p><b><u>HALF TERM 5: Stage Combat</u></b><br/>Students will explore stage combat and how it is used in theatre. The focus will be on making sure movements are safe and controlled.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How stage combat is created in theatre.</li> <li>• The correct safety steps needed when creating stage combat.</li> <li>• How to choreograph a realistic looking stage combat scene.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b><br/>Formal assessment based on a performance of a devised scene involving some of the stage combat moves.<br/>A written evaluation showing evidence of self and peer assessment.</p>  | <p><b><u>HALF TERM 6: Two</u></b><br/>Students will explore a play called Two written by Jim Cartwright and perform key extracts showing contrasting characters.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The themes and characters of the play.</li> <li>• How to use their body language and voice to create contrasting characters.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b><br/>Formal assessment based on a given extract taken from Two<br/>A written evaluation showing evidence of self and peer assessment.</p>  |

**Embedding this knowledge can be supported at home by:** Visiting the theatre to watch Musicals, Plays or Pantomimes, encouraging students to take part in extra-curricular activities such as Drama Club or School Shows, seeing if there are any local performing arts groups where they can get involved and take part in.