

Drama KS3 Curriculum Overview

KS3 - YEAR 7	Intent	<p>Objectives of the curriculum By the end of Keystage 3 we expect all pupils to have explored and applied a variety of performing skills, styles and drama techniques, through practical exploration and experiencing live/recorded theatre. They will have developed soft skills by working collaboratively, independently, communicating and leading, in order to problem solve, think creatively and overcome obstacles. Through the use of rehearsals students should be able to critically evaluate their own and others progress, identifying how they should move forward.</p> <p>All pupils should be appropriately challenged and supported throughout to succeed beyond the classroom, by building confidence and resilience, better preparing them for future learning and employment. We ensure students have an opportunity to explore spiritual, moral, social and cultural issues, adapting these frequently to address relevant topics. With each year's planning we consider prior learning and ensure this supports further education.</p> <p>Overall we want to provide a platform, both in the classroom and outside it, for students to experience what theatre has to offer by creating a space for pupils to explore, play and develop, through a vast range of theatrical aspects. Resulting in a more rounded individual who may develop a love for theatre or being a leader, believing in their ideas, building a creative mind & much more.</p>													
	Implementation	Schemes of work developed and shared below. Powerpoints are available within the shared area.													
	Impact	<p>ASSESSMENT CRITERIA: Students will be assessed on CREATING, PERFORMING & EVALUATING. Every SoW has the same criteria, that has been adapted from AQA GCSE Assessment Criteria. This will help show progression throughout KS3 and 4, as well as develop students understanding of command words. They will have this criteria throughout KS3 on their PLC Assessment Grid (in their books).</p> <p>ASSESSMENTS: Students will complete a Mid & Final Assessment. In the Mid-Assessment students will be provided detail feedback using our Personal Learning Checklists (PLCs) to help them determine how to develop their work (MAC). Their Final Assessment will be given a Band and reflect whether students have made appropriate changes through Make A Change (MAC) time, and provide an opportunity for self and peers assessment.. The Bands contribute to Review Points, where we provide an average grade. At this point, students use feedback to identify targets which are shared with parents.</p> <p>NON-ASSESSED SoW: Students are aware of the criteria, but there is more of a focus on analysing and evaluating through self & peer to improve.</p>													
KS3 - YEAR 7	Year 7 Overview	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">Term 1 7 Weeks</td> <td style="width: 14.28%;">Term 2 7 Weeks</td> <td style="width: 14.28%;">Term 3 7 Weeks</td> <td style="width: 14.28%;">Term 4 6 Weeks</td> <td style="width: 14.28%;">Term 5 5 Weeks</td> <td style="width: 14.28%;">Term 6/7 Weeks</td> </tr> </table>						Term 1 7 Weeks	Term 2 7 Weeks	Term 3 7 Weeks	Term 4 6 Weeks	Term 5 5 Weeks	Term 6/7 Weeks		
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	<p>School terminology In Year 7 students experience 6 different topics, which allows us to introduce them to a vast range of skills, techniques and styles. They will develop a range of acting skills both physical & vocal, whilst also exploring different techniques that can be applied to performances to engage audience's and communicate meaning. This will allow for further exploration of how to apply skills and techniques appropriately to different styles. Students also analyse and evaluate example work from professional performances, previous year groups or modelling, which is used as a tool to enhance their understanding. They will work collaboratively to create, develop and make changes to performances using self, peer and teacher feedback. This will culminate in performances to peers at the end of each unit.</p>														
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Homework		✓ itslearning quiz			✓ Research task		✓ Written task								
Assessment Type & Unit Focus	<p style="color: red; text-align: center;">Assessed</p> <p>Initially we establish how to perform successfully through introducing a different skill or technique each lesson which they will use for the next three years.</p>	<p style="color: green; text-align: center;">Peer/Self</p> <p>An introduction to scripts, exploring exaggerated stock characters. Introduces a focus on the audience and likely experienced themselves.</p>	<p style="color: red; text-align: center;">Assessed</p> <p>Placing Physical Theatre early on engages students and creates a culture of readiness to learn. It also supports skills required for future SoW this year.</p>	<p style="color: red; text-align: center;">Assessed</p> <p>Development of responding to text based stimuli, focusing on Shakespearean language and how drama can communicate successfully. Drawn upon previous skills & techniques, whilst supporting their exploration of Shakespeare in English.</p>	<p style="color: green; text-align: center;">Peer/Self</p> <p>This unit will establish firmly that Drama exists in many different places in the world, on film as well as on stage and TV, and help them to see the relevance of this subject.</p>	<p style="color: green; text-align: center;">Peer/Self</p> <p>How to create a successful mood and atmosphere through application of skills previously developed across the year. This begins to support the English unit in Year 8 about Gothic Novels.</p>									
Tracking		RP1: T2, Wk1-4		RP2: T4, Wk1-4		RP3: T6, Wk2-3									
Impact	Careers in the Curriculum	Introduce range of careers	Set, Costume, Props, Lighting, Sound designer. Director and Actor	Think outside the box, creativity, collaboration	Playwright and the processes	Exploring film & camera work	Lighting and Sound Design								