

Drama KS3 Curriculum Overview

KS3 - YEAR 8	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 8	Intent	<p style="text-align: center;">Year 8 Overview</p> <p>Subject Rationale: In year 8 students experience 6 different topics, which enhance a vast range of skills, techniques, with more of a focus on how to apply them appropriately to achieve certain styles of theatre, with appropriate messages. Introducing new techniques will allow pupils to begin developing an understanding of all aspects of theatre including performance, technical theatre and design culminate into achieving desired intentions. This year we use theatre specifically to address key Social, Moral, Cultural and Spiritual issues, through the style of Theatre in Education and through a range of cultural (T2&6). This enhances students understanding of their place in the world and provides a space to explore how to overcome issues they may be presented with. We continue to use models; teacher, peers and professionals, as a way to expand their experience and understanding, in the hope it helps build their</p>						
	Implementation	Homework	The Investigation	Greek Theatre	Theatre in Education/ Exploring an Issue	R&J	Multi Cultural Theatre	
	Assessment Type & Unit Focus	<p>✓</p> <p><i>Assessed</i> Devising focus to support the importance of creativity and developing their own ideas. Pupils are introduced to a range of stimuli, which they must puzzle together withing an 'Investigation' team. This starts the year as it opens up the conversation about the criminal justice system which engages pupils with an interesting/real topic which continue the culture of readiness to learn. Using a variety of skills and techniques (building on Year7) pupils develop an improvised performance that delves into the story of a criminal and the impact that this has on others, allowing them to look from a range of view points helping develop emotional awareness.</p>	<p>✓</p> <p><i>Assessed</i> An introduction to Greek Theatre, pupils are asked to develop a performance using a Greek story/ fable and script which builds pupils' comprehension skills linking to English. The stories contain spiritual links to Gods which provides opportunities to discuss culture. Pupils have an opportunity to become designers and design/create Mod Roc Masks that will be used in performance. Pupils experiment with a variety of new skills/techniques associated with Greek Theatre and implement them into a performance telling their chosen story.</p>	<p>?</p> <p><i>Assessed</i> This unit is over two terms giving pupils an opportunity to explore a style of theatre in more depth. This term looks at Theatre in Education which asks pupils to develop a performance to educate a target audience about a key theme or issue. The issue we address is sexting (or adapted to the year group/class), the consequences and how theatre can be used to educate others. Pupils will develop a performance using both scripts, and episode titles to devise a piece to educate their target audience. The following term they are presented with a new stimuli/theme and they have to apply their knowledge in generating 4 episodes of their own, ensuring that they communicate their aim/ issue successfully to their target audience. Feedback from the previous term is vital in allowing students to understand what they need to do to improve.</p>	<p><i>Peer/Self</i> Pupils have been introduced to Shakespeare stories in Year7, this topic goes into further depth of Romeo and Juliet. We explore key themes, storyline and characters which directly impacts pupils with their GCSE English. Pupils continue to develop their ability to respond to Shakespearean language and devise a 'what happens next' scenario building on the skills and techniques learnt up to the this point.</p>	<p><i>Peer/Self</i> This gives pupils an opportunity to explore three different cultures and their theatre. African, Japanese and Commedia Dell'arte. This gives opportunities to discuss how Social, Moral, Cultural and Spiritual issues are different around the world. Pupils will experiment and explore a variety of skills and techniques linked to theatre of different cultures and create performances demonstrating their understanding of that style. This unit gives pupils the opportunity to feedback the similarities/ differences between the styles of theatre and identify how they as the performer would face a variety of challenges.</p>		
	Tracking			RP1: T2, Wk1-4		RP2: T4, Wk1-4		RP3: T6, Wk2-3
	Impact	Careers in the Curriculum	Leadership, Creativity, Collaboration, Responding	Mask and Make Up designer	Theatre Company, Researcher, TV/Film	Careers over time	Beyond 'traditional' theatre; drama therapy	