

## Drama KS3 Curriculum Overview

KS3 - YEAR 9	Intent	<p><b>Objectives of the curriculum</b> 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 <b>collaboratively, independently, communicating and leading</b>, in order to problem solve, think creatively and overcome obstacles. Through the use of rehearsals students should be able to critically <b>evaluate</b> their own and others progress, identifying how they should move forward. All pupils should be appropriately challenged and supported throughout to succeed beyond the classroom, by building <b>confidence and resilience</b>, 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><b>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 &amp; much more.</b></p>											
	Implementation	Schemes of work developed and shared below. Powerpoints are available within the shared area.											
Impact	<p><b>ASSESSMENT CRITERIA:</b> Students will be assessed on CREATING, PERFORMING &amp; 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><b>ASSESSMENTS:</b> Students will complete a Mid &amp; 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><b>NON-ASSESSED SoW:</b> Students are aware of the criteria, but there is more of a focus on analysing and evaluating through self &amp; peer to improve.</p>												
KS3 - YEAR 9	Intent	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">Term 1 7 Weeks</td> <td style="width: 16.6%;">Term 2 7 Weeks</td> <td style="width: 16.6%;">Term 3 7 Weeks</td> <td style="width: 16.6%;">Term 4 6 Weeks</td> <td style="width: 16.6%;">Term 5 5 Weeks</td> <td style="width: 16.6%;">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
	Term 1 7 Weeks	Term 2 7 Weeks	Term 3 7 Weeks	Term 4 6 Weeks	Term 5 5 Weeks	Term 6/7 Weeks							
	Implementation	<p><b>Year 9 Overview</b></p> <p><b>School terminology</b> In year 9 students experience 4 different topics, which allows us to continue to develop and enhance a vast range of skills, techniques and styles, but this time through the application of theory and context of a variety of practitioners. These practitioners are linked to styles previously explored, but students now explore the context of these styles and explore them with particular practitioners techniques. This supports the step up to GCSE as they will allow be able to identify and apply skills and techniques associated with influential practitioners.</p> <p><b>Analysing and evaluating professional performances will be used as a tool to enhance their understanding.</b> They will work collaboratively to create, develop and make changes to performances using self, peer and teacher feedback. This will culminate in performance to peers at the end of each unit.</p>											
	Implementation	Physical Theatre	The Crucible		Epic Theatre	J&H/ACC							
	Implementation	Homework	✓	✓		✓							
Implementation	Assessment Type & Unit Focus	<p><b>Assessed</b></p> <p>A development of their understanding of the style physical theatre and understanding of non-naturalistic/stylised movement from Year 7 (Physical Theatre, Silent Movies) and Year 8 (TIE, Greek Theatre, Multicultural theatre) They enhance their understanding by applying the theory and practice of a practitioner, Frantic Assembly. They will apply a variety of rehearsal and performance techniques to devise a performance which will explore issues related to their society. This supports the development into GCSE as they will explore a variety of styles, practitioners and repertoire, to then apply to a devised performance.</p>	<p><b>Assessed</b></p> <p>This unit is an exploration of the play The Crucible by Arthur Miller, supporting the GCSE Set Text Exam. Using Naturalism (Constantin Stanislavski) as a style, pupils will apply suitable techniques to develop believable characters within a scripted extract, taken from the play. The pupils are challenged here to look beyond the performer role (Term 2), but also understand designer roles: set, costume, props (Term 3). This is an opportunity to develop knowledge in preparation for GCSE which asks pupils to understand design roles for the written exam. The plays explores historical context (Salem Witches 1600s), along with relevant themes (manipulations, friendship, family and religion supporting SMSC.</p>		<p><b>Mid Assessment</b></p> <p>This unit develops their understanding of Theatre in Education from Year 8, to explore the practitioner Bertolt Brecht, who developed Epic Theatre. It's a contract to term 1-3, which allows students the opportunity to develop their skills in a non-naturalistic performance. Term 4 students are presented with a stimulus and a theme. They explore issues within this and develop a performance using episode titles given by the teacher. They are then lead through workshop style lessons to apply techniques to each episode.</p>	<p><b>Assessed - just pitch, more time on costume practically</b></p> <p>Students have developed their knowledge and understanding of Becht's aims and techniques last term through guided performances. This term they are presented with a new stimuli/theme and they have to apply their knowledge in generating 4 episodes of their own, ensuring all techniques are applied appropriately to achieve their aim suitable to the style. Feedback from the previous term is vital in allowing students to understand what they need to do to improve.</p>	<p><b>Peer/Self</b></p> <p>This unit is to support their progression to GCSE English preparing their study by exploring plot, context and characters through drama techniques. It also supports AQA GCSE Drama in understanding ways to explore plot, context and characters within a text. We explore it through both naturalistic and non-naturalistic means to allow students to explore the subtext and make their own judgements.</p>						
Impact	Tracking		RP1: T2, Wk1-4	RP2: T3, Wk2		RP3: T6, Wk2-3							
Impact	Careers in the Curriculum	Director, Rehearsal Process, Actor	Set, Props, Costume Designer Naturalistic Actor		Theatre Company, Researcher	Drama can enhance learning							