Key Stage 3 Curriculum

Drama

In Year 7 Students will study:

THE WINSFORD ACADEMY

	Winter Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content	**Evacuees** Introduction to Drama. This first unit is a transition from Yr6 to Yr7 tackling themes of displacement, change, adventure and adaptation. Pupils will build upon drama knowledge taught at KS2 and begin to apply within the context of mood and atmosphere when responding to stimuli.	**The Stones** Staging extracts of script. Focus on the themes of Peer pressure and influence using scripts based on a real legal case.	**Grimm's Fairy Tale** Taking a traditional fairy-tale and adapting it to develop the story into a twisted tale. Linking to English - Myths and legends	**Silent Movies** Use mime and slow motion to communicate meaning to an audience. Expression through mime the use of nonverbal communication skills.	**Commedia Dell'arte** Introduction to the Italian genre which led to the development of slapstick comedy and pantomime. Skills based unit teaching a disciplined approach to use of physical and vocal skills.	**Matilda** Developing creativity and imagination based on the Roald Dahl story. Developing a story, understanding fictional characters and storyline. - Genre conventions. - Use of imagination & creativity.
Homework	Design a Government Evacuation Scheme label for their evacuee character.	Learn lines of provided script ahead of in class performance.	Students write their own modern day urban fairy tale written in a traditional style.	Silent Movie worksheet. Create plot, characters and story structure for your own silent movie.	Script task based on comedy and stock characters.	Create a superpower and how it would be used in practice.

Wider Curriculum	History. Historical drama using historical events to develop skills and evoke emotions.	PHSE- Crime and punishment, peer pressure and the consequences of poor life choices.	English-Myths and Legends	English - Speaking and listening.	English - Speaking and listening.	English - Speaking and listening.
Assessment	Recording of practical work. Self and peer evaluation.	Recording of practical script work. Self and peer evaluation.	Practical performance to show understanding of new strands of knowledge.	Practical- Representing a character of a chosen class. Showing emotion through use of body language and facial expressions, sustaining a believable role throughout the whole group role play.	Practical performance using stock characters within comedic structure.	Practical performance of scripted 'Bruce Bogtrotter' scene.

In Year 8 Students will study:

	Winter Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content	**The Darkside** Introducing gothic horror into drama. Developing a theme, atmosphere, storyline and characters.	**Shakes & Spears** Introduction to Shakespeare. Interpretation of Shakespearian characters from Romeo and Juliet, The Tempest and 'Seven Ages of Man' whilst looking at the history of Shakespeare and why he is still a huge influence on theatre to this day.	**Physical Theatre** Exploring skills-based work and the discipline of physical theatre, inspired by Charlie and the Chocolate Factory.	**I Don't Like Mondays** Using drama to explore real life events from multiple perspectives to develop deeper understanding and empathy for those involved.	**Urban Legends** Study of modern-day myths and how to present these within dramatically tense performances.	**Soap Operas** Practical study of this phenomenally successful genre. The focus will be on the complex layering of multiple storylines alongside stereotype stock soap opera characters.
Homework	Character development using 'Role on the Wall' in preparation for Hot-seating task.	Write a modern-day version of Shakespeare's 'Seven Ages of Man'.	Physical Theatre worksheet highlighting key terminology required for the unit.	Script a monologue as Brenda Spencer the day before the shooting.	Research or write your own urban legend for performance including dramatic irony and a cliffhanger.	Learn lines for chosen character from provided script.
Wider Curriculum Offer	English – Study of Gothic Horror.	English – Study of Shakespeare texts.	English - Speaking and listening.	PSHE and Verbal Literacy – Discussion of emotionally challenging topic, negotiation within group work and selecting appropriate language when in role.	English - Speaking and listening.	English - Speaking and listening.

How you will be		Practical Performance of a 2-minute version of Romeo & Juliet.	Practical group performance of six chapters of the story using physical theatre skills. Clear demonstration of style.	Practical performance of a 'split-scene' contrasting the life of Brenda Spencer and one of her victims.	Practical group performance of your own urban legend.	Practical performance of your own soap opera scenes using multi roleplay to perform two contrasting characters.
	Practical performance demonstrating knowledge and skills within specific 'documentary' genre.					Recall techniques. Role-play. Characterisation.

In Year 9 Students will study:

	Winter Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content	**Bouncers** Students use the knowledge gained from previous years to create their own performance based on study of the play text 'Bouncers' by John Godber. This will include all aspects of production- scripts, costume, props, set etc.	**Two** Following on from the previous unit, students will study Two by Jim Cartwright with a focus on monologues and duologues.	**Hillsborough** Historical Drama. Using historical events to develop skills through emotions, stories and research. Student will develop deeper knowledge of monologues. They will demonstrate an understanding of cross- cutting and how is used to show contrast as well as introducing students to different styles of theatre.	**Blood Brothers** To promote group discussions and debates on a variety of different themes: • Social class • Superstition • Nature and nature • Power • Politics To develop Drama techniques: Conscience alley Narration Thought-tracking	**Let Him Have It** Exploring crime and punishment with specific reference to capital punishment in the 1950s, modern day knife crime and joint enterprise.	**Mental Health** A Drama SOW exploring the style of the stimulus Mental Health. Aims to be cross curricular learning as well as introducing students to different styles of theatre.
Homework	Following study of 4 script extracts, students chose 2 and learn their lines ahead of assessment.	Line learning for chosen assessment extract and characters.	Read provided first-hand accounts of Hillsborough ahead of Verbatim Theatre lessons.	Complete Blood Brothers Worksheet.	Research examples of people convicted of a crime by 'joint enterprise' in the UK.	Research project- student to research different types of mental health issues and conditions.

Wider Curriculum Offer	English - Speaking and listening.	English - Speaking and listening.	English - Speaking and listening.	English - Speaking and listening.	PSHE – Crime and punishment.	
How you will be	Recall techniques (line learning) through performance. The ability to create a character.	Practical performance showing a clear understanding of the stimuli.	Practical performance. Clear link to stimuli- understanding and sensitivity to the context. Recall of techniques.	Practical Performance. Recall of techniques.	Practical performance Recall of techniques.	Recall techniques. Practical performance. Planning of production . Understanding of the process. Clear link to stimuli- understanding and sensitivity to the context.