

Subject:	Drama Intent:
DRAMA	The aim of Key Stage 3 Drama is to give students an understanding and appreciation of Drama and Theatre in our culture. Through exploring different styles of Drama students will be developing their own performance, presentation and team work skills. At the heart of Drama, we want to foster and shape creativity in students and develop their confidence and ability to use this to learn about the role of theatre in society today.

The Big Questions...

Year 7	Year 8	Year 9
<p>Mime and Storytelling: (2 half terms) How do you tell a story in its most basic sense? How do you use skills such as mime, narration, slow motion, body props and thought tracks to create the essence of a story? How do you use these techniques creatively to build meaning? How do we critically analyse and evaluate our own work and the work of others?</p> <p>Greek Theatre How does theatre from the past shape our theatre in the future? How can we create exciting theatre today using these skills? How can canon, unison, echo, gestures create theatre?</p> <p>WW2 Evacuees: How can we learn about the past through theatre? How does role play enable us to develop empathy? How can we create stories and characters based on historical truth? How does this enrich Drama?</p> <p>Murder Mystery: How can we develop enquiry and analytical skills through role play? How do we begin to create a character using our voice and body?</p>	<p>Creating a Character: How can body and voice be used to create a character? How can posture, gestures, gait and mannerisms be used to shape this? How can pitch, pace, volume and tone also help this? How can rehearsal techniques such as hot seating deepen a character? What is a monologue and dialogue? How do we write this to show a character? How can this be developed and refined this in a performance?</p> <p>Commedia del arte: How has comedy from the past shaped comedy today? How can we use exaggerated character skills to play bold, characters from this style? How can we use slapstick and bold characterisation to create humour?</p> <p>Melodrama: How has the style of Melodrama shaped the well made play structure we know today? How can we use the structure of melodrama to create an effective structure and tension within my own work? How can we develop characterisation further to explore the caricatures of this style?</p> <p>Macbeth (GCSE link): How can we lift Drama from the page to the stage to create meaning for an audience? What meaning can be found in Shakespeares work that is relevant to a 21st Century audience? How can characters be developed from script to performance? How can staging be used to impact an audience?</p> <p>Grand Guignol: How can the skills of 18th Century horror be used to create exciting physical theatre and grotesque characters? How can we create manipulate the mood and atmosphere using sounds and images?</p>	<p>Stage Fighting: What is stage fighting? How do we do it? What is naturalism? How can we use this to create naturalistic theatre and build tension? How can we use physical control to create audience illusions? How can design work impact this, for example, make up?</p> <p>Performing a script: Blood Brothers (GCSE link): How do we lift Drama from the page to the stage? How does our knowledge of the social, culturalm historical background of a play impact our portrayal of characters? How do design elements (lights/sound/set/costume) impact a performance? How do we use these alongside acting to create audience impact?</p> <p>Theatre in Education (GCSE link); How can Theatre be used to educate and change society? Does it have that power? What skills are needed to create educational theatre? How can we use these skills to create educational theatre about issues that matter today?</p> <p>Devising Theatre based on a stimulus (GCSE link- 2 half terms): What is improvisation? How do we create Drama from scratch? How do we use a stimulus to create ideas? How do we develop these in performance using the tools of Drama learnt over the last 3 years?</p>

What skills will I develop?

- Skills of creating, developing and refining work- how to build Drama from scratch, applying learnt techniques and then how to shape and improve this applying feedback.
- Vocal and physical skills developed through performance- how to use your voice to project and show meaning in role, physical awareness to change yourself into a role on stage
- Skills of analysis and evaluation through verbal reflection on own and others work. Highly reflective
- To teach the core team work skills of: collaboration, leadership, listening, creative and reflective thinking
- Resilience and problem solving- through on going application of feedback
- Self confidence and empathy through the practical creation and performance of characters

What great resources can I use?

- Any KS3 BBC bitesize resources on the topics covered above!

How will I be assessed?

- Through a half termly practical performance – teacher assessed.
- Ks3 assessment booklets used for teacher to record feedback
- On-going formative assessment peer (and teacher) verbal assessment through viewings of work in lessons
- Data entry three times a year gives a guide as to where students are.

Three ways that parents/carers can help...

1. Encourage students to get involved in extra curricular Drama (House Drama or the Main School production)
2. Take students to the theatre
- 3.