



Introduction

Our KS3 Drama curriculum focuses on developing learners' a life skill and a creative art form. It helps pupils develop their ability to use voice, movement, gesture and facial expression in acting, mime, movement, drama, and improvisation. They can express and manage their thoughts and feelings shared and experienced while working in a safe and controlled environment.

Grading Breakdown	
Classwork	20%
Assessment	45%
Project work	20%



Year 7

Term 1	<p>Topics: Singapore Trip Topics: House on the Haunted Hill</p> <ul style="list-style-type: none"> To confidently explore the skill of tableaux creation, to be able to control their movement during a slow motion sequence. To tentatively explore movement options, experimenting with ideas, offering some creative ideas and solutions. To have some empathy with the characters created. To use storytelling to create mood & atmosphere To work with the teacher and the class exploring ideas and maybe adding the occasional idea of their own . 	<p>Scope: Singapore Trip & House on the Haunted Hill</p> <ul style="list-style-type: none"> Use different drama conventions to experiment with dramatic structure, developing and adopting performance skills in a variety of theatrical situations, roles and characters. Interpreting, expressing, and performing scripted and unscripted material through a variety of forms of media Understanding, manipulating, and analysing the use of the elements of drama in performance. Play building and directing performances to communicate dramatic meaning as an individual and group performer. Demonstrating skills using the elements of production and valuing the contribution of an individual through the collaborative group performance process.
Term 2	<p>Topics: Romeo & Juliet</p> <ul style="list-style-type: none"> To understand how tension is created through dialogue and body language. Understanding the script explanation of Shakespearean terms. To empathize with other characters-seeing the situation from their point of view. To understand the relationship between Romeo and Juliet. To make decisions about volume and pace and the interpretation of the scene. To consider the characters and their actions- recognizing some of their behavior traits. 	<p>Scope: Romeo & Juliet</p> <ul style="list-style-type: none"> Use different drama conventions to experiment with dramatic structure. developing and adopting performance skills in a variety of theatrical situations, roles, and characters. developing and adopting performance skills in a variety of theatrical situations, roles and characters. evaluating and appraising personal, professional and the performances of others in written and oral responses demonstrating knowledge and understanding of the impact of theatre on society and culture researching, appreciating and analysing Shakspear's contribution to theatre and literature
Term 3	<p>Topics: Pantomime</p> <ul style="list-style-type: none"> To build on prior knowledge of stereotypes through the use of 'stock characters' To enhance group working skills by negotiating performance ideas for a modern day pantomime. Improve literacy skills through evaluating the performance of others. 	<p>Scope: Pantomime</p> <ul style="list-style-type: none"> Students learn about the typical elements of a pantomime. Students take part in a short play comprising the elements of a pantomime and other drama conventions elements (Canterville's Castle) Use different drama conventions to experiment with dramatic structure. Demonstrating performance skills with a dynamic and effective actor-audience relationship as an individual and group performer. Understanding the contribution and roles of the elements of production staff and how these attributes to how well an audience is engaged during a performance. Performing in a variety of styles and theatre spaces in a diverse range of theatrical contexts. Being involved in production design of their own play. Appreciating the complexity of the performance process, commitment, focus and energy required for the theatre industry.



How students are assessed

Students are assessed through on-going evaluation: Creating, Performing and Responding

1. Creating assesses students' ability to work in a group, to share ideas, shape the drama and solve problems creatively.
2. Performing assesses students' ability to create and sustain a character that is different to themselves using their voice and physicality and engaging the audience.
3. Responding focuses on students' ability to recognise what works well and what communicates effectively to the audience as well as students' ability to edit and adapt, making changes to improve the drama. Each term students are assessed during summative task which demonstrates the skills they have learnt and shows their understanding of them.

Year 8

Term 1	<p>Topics: Relationship</p> <ul style="list-style-type: none"> • To analyse characters from a script • To create a scene based on real-life that includes a split scene. • To experiment with the convention of "Performance Concept" • To create a short drama for assessment based on the theme <ul style="list-style-type: none"> ◦ "Relationships" using the drama conventions learned. ◦ Relationships, status, establishing and developing characters. "Holes" by Louis Sachar: ◦ Exploration of the play and interpreting scenes for performance. ◦ Physical Theatre: Exploring ideas from the play using physical theatre and ensemble skills 	<p>Scope: Relationship</p> <ul style="list-style-type: none"> • Students will consider what makes a good relationship using personal examples. • Use their knowledge of these relationships to improvise different situations. • Use different drama conventions to experiment with dramatic structure, developing and adopting performance skills in a variety of theatrical situations, roles and characters. • Interpreting, expressing, and performing scripted and unscripted material through a variety of forms of media • Understanding, manipulating, and analysing the use of the elements of drama in performance, play building and directing performances to communicate dramatic meaning as an individual and group performer. • Demonstrating skills using the elements of production and valuing the contribution of an individual through the collaborative group performance process.
Term 2	<p>Topics: Relationship</p> <ul style="list-style-type: none"> • To analyse characters from a script • To create a scene based on real-life that includes a split scene. • To experiment with the convention of "Scriptwriting Concept" • To create a short drama for assessment based on the theme <ul style="list-style-type: none"> ◦ "Relationships" using the drama conventions learned. ◦ Relationships, status, establishing and developing characters. Shakespeare's Macbeth: ◦ Exploration of the play and interpreting scenes for performance. ◦ Physical Theatre: Exploring ideas from the play using physical theatre and ensemble skills. 	<p>Scope: Relationship</p> <ul style="list-style-type: none"> • Students will consider what makes a good relationship using personal examples. • Use their knowledge of these relationships to improvise different situations. • Use different drama conventions to experiment with dramatic structure, developing and adopting performance skills in a variety of theatrical situations, roles, and characters. • evaluating and appraising personal, professional and the performances of others in written and oral responses • demonstrating knowledge and understanding of the impact of theatre and society as cultural and issues-based expressions in Malaysia and overseas • researching, appreciating and analysing the value of various theatrical styles, the theatre industry and theatrical movements throughout history and the present.
Term 3	<p>Topics: Relationship</p> <ul style="list-style-type: none"> • To analyse characters from a script • To create a scene based on real-life that includes a split scene. • To experiment with the convention of "Video Drama Concept" • To create a short drama for assessment based on the theme <ul style="list-style-type: none"> ◦ "Relationships" using the drama conventions learned. ◦ Relationships, status, establishing and developing characters. Shakespeare's A Midsummer ◦ Night's Dream: Exploration of the play and interpreting scenes for performance. ◦ Physical Theatre: Exploring ideas from the play using physical theatre and ensemble skills. 	<p>Scope: Scope: Relationship</p> <ul style="list-style-type: none"> • Students will consider what makes a good relationship using personal examples. • Use their knowledge of these relationships to improvise different situations. • Use different drama conventions to experiment with dramatic structure. • Demonstrating performance skills with a dynamic and effective actor-audience relationship as an individual and group performer. • Understanding the contribution and roles of the elements of production staff and how these attributes to how well an audience is engaged during a performance. • Performing in a variety of styles and theatre spaces in a diverse range of theatrical contexts. • Demonstrating exemplary knowledge of the elements of drama when performing. • Appreciating the complexity of the performance process, commitment, focus and energy required for the theatre industry.

How students are assessed

Students are assessed through on-going evaluation: Creating, Performing and Responding

4. Creating assesses students' ability to work in a group, to share ideas, shape the drama and solve problems creatively.
5. Performing assesses students' ability to create and sustain a character that is different to themselves using their voice and physicality and engaging the audience.
6. Responding focuses on students' ability to recognise what works well and what communicates effectively to the audience as well as students' ability to edit and adapt, making changes to improve the drama. Each term students are assessed during a summative task which demonstrates the skills they have learnt and shows their understanding of them.

Year 9

<p>Term 1</p>	<p>Topics: Konstantin Stanislavski -Emotional Memory Topics: Bertholt Brecht – Epic Theatre</p> <ul style="list-style-type: none"> To recognise some of Stanislavski's ideas To understand create and apply Stanislavski's idea of subtext to help create emotional realism. To consider the purpose of Brecht's theatre. To understand the term alienation effect. what this means and why BB wanted to make things strange. 	<p>Scope: Konstantin Stanislavski -Emotional Memory & Bertholt Brecht – Epic Theatre</p> <ul style="list-style-type: none"> To be familiar with understand new drama language, naturalism, epic theatre, half curtain, social comment, direct address, emotion memory, magic if etc Use different drama conventions to experiment with different theatrical styles. Interpreting, expressing, and performing scripted and unscripted material through a variety of forms of media Understanding, manipulating, and analysing each drama theory. Play building and directing performances to communicate dramatic meaning as an individual and group performer. Demonstrating skills using the elements of production and valuing the contribution of an individual through the collaborative group performance process. Get a head start to Drama KS4 by developing devising skills.
<p>Term 2</p>	<p>Topics: A Mid-Summer Night's Dream</p> <ul style="list-style-type: none"> To introduce the play and its four worlds. Understanding the script explanation of Shakespearean terms. To understand some lines of Shakespeare's text. Investigation of the motivation of the characters. Drama convention – voices in the head. Developing ensemble skills To understand the lover's dilemma which drives the story forward. The explore effect of the fairy world on the Human world. 	<p>Scope: A Mid-Summer Night's Dream</p> <ul style="list-style-type: none"> Improvising their devised piece by taking inspirations from AMSND. Get better at production skills. Use different drama conventions to experiment with different theatrical styles. Interpreting, expressing, and performing scripted and unscripted material through a variety of forms of media Understanding, manipulating, and analysing each drama theory. Play building and directing performances to communicate dramatic meaning as an individual and group performer. Demonstrating skills using the elements of production and valuing the contribution of an individual through the collaborative group performance process. Get a head start to Drama KS4 by developing devising skills
<p>Term 3</p>	<p>Topics: Commedia Del Arte</p> <ul style="list-style-type: none"> To introduce CDA and its history To be able to understand and show an awareness of audience and the role of improvisation To use improvisation skills to make each other laugh. To explore movement through rhythm 	<p>Scope: Commedia Del Arte</p> <ul style="list-style-type: none"> Students develop confidence in improvising using a variety of activities. Improvising their devised piece by taking inspirations from CDA. Get better at production skills. Students take part in a short play devised by them, comprising all theatre elements learnt throughout KS3 Use different drama conventions to experiment with dramatic structure. Demonstrating performance skills with a dynamic and effective actor-audience relationship as an individual and group performer. Understanding the contribution and roles of the elements of production staff and how these attributes to how well an audience is engaged during a performance. Performing in a variety of styles and theatre spaces in a diverse range of theatrical contexts. Appreciating the complexity of the performance

How students are assessed

Students are assessed through on-going evaluation: Creating, Performing and Responding

7. Creating assesses students' ability to work in a group, to share ideas, shape the drama and solve problems creatively.

8. Performing assesses students' ability to create and sustain a character that is different to themselves using their voice and physicality and engaging the audience.

9. Responding focuses on students' ability to recognise what works well and what communicates effectively to the audience as well as students' ability to edit and adapt, making changes to improve the drama. Each term students are assessed during a summative task which demonstrates the skills they have learnt and shows their understanding of them.