
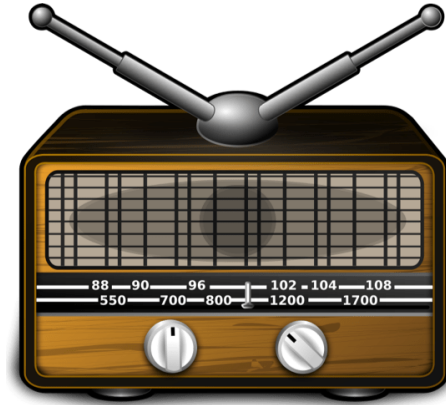





YEAR 7 CURRICULUM JOURNEY			
	Term 1	Term 2	Term 3
Topic			
	Matilda - Dramatic Techniques	Radio Drama	Making Theatre
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • The role of scripts within Drama • Script analysis • Character analysis and development • Contextual understanding • Memorisation of lines, cues, entry & exit points • Analysis of subtext • Blocking & stage directions • Collaboration & teamwork 	<ul style="list-style-type: none"> • Identify and use projection, diction and vocal skills with variations of pitch, pace, pauses and inflections • Demonstration of recall, fluency, concentration, breath control, diction to deliver actor intentions • Developing use of the main vocal elements resulting in a convincing performance 	<ul style="list-style-type: none"> • Understanding of the different roles within the Drama industry including performer, lighting designer, sound designer, set designer, costume designer, puppet designer and director • Develop the ability to interpret text • Create and communicate meaning • Realise artistic intention in text-based drama • Analyse and evaluate their own work
	KS3 Curriculum Links	<p>Pupils will:</p> <ul style="list-style-type: none"> • Perform, view, review and evaluate the script of Matilda in relation to the characters • Improvise and create; and extend and develop ideas by drawing on a range of dramatic structures, styles and themes from the play • Explore personal development links from the script including, love, bravery & resilience 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Speak clearly, using convincing articulation • Control the pace and fluency of verbal speech • Demonstrate variety through the application of vocal skills • Create believable characters • Identify and use 'power words' in their radio drama scripts • Alter vocal depending on context, purpose and audience





MAPs




One practical performance-based MAP per half term based on the focus topic.





Key Stage 3 Curriculum Journey: DRAMA

The curriculum in Drama will stimulate the imagination of our students to excite, challenge and encourage self-confidence whilst instilling a respect for the long tradition of theatre and its place in society.

YEAR 8 CURRICULUM JOURNEY			
	Term 1	Term 2	Term 3
Topic			
	Blood Brothers Scripted Performance – Devising Theatre	Devising Theatre	Be Dramatic!
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Explore the relationships between the text and context • Identify key characteristics and themes evident in the play • Develop verbal responses showing understanding of character profiles • Explore the role of a narrator and it's importance in this story (multi-roling & monologue) • Creative application of characteristics when acting • Ability to memorise lines • Developing skill of confidence 	<ul style="list-style-type: none"> • Exploration of characterisation • Dependency on own creativity to fulfil the demands of a performance • Explanation behind choices of plot, context and characters • Development of creativity & inventiveness • Collaboration with others. 	<p>This end of year topic will demand a clearly developed understanding and application of the following:</p> <ul style="list-style-type: none"> • awareness of the performance space and audience • expressive use of voice and/or movement to communicate meaning • realisation of the role/character • focus, energy and commitment • handling and use of props, the set, costume, makeup and masks. • listening to instruction/direction
KS3 Curriculum Links	<p>Pupils will:</p> <ul style="list-style-type: none"> • Learn about the social and historical context in which the play is set and how it dictates the direction of the story • Personal Development links of unemployment, superstition, education, class, poverty & tragedy • Understand how and why the story uses flashforward/back • Working class and upper class • Breaking the fourth wall • Naturalistic and realistic styles • Use of comedy 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Create and extend and develop ideas • Draw on a range of dramatic structures, styles, genres and traditions • Discriminate between a wide range of dramatic techniques from great practitioners 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Identify and use the inter-related aspects of Drama expressively and with increasing sophistication • Develop a increased understanding of the material that they perform and experience, and its history/culture/context





MAPs	One practical performance-based MAP per half term based on the focus topic.	One practical performance-based MAP per half term based on the focus topic.	One practical performance-based MAP per half term based on the focus topic.	One practical performance-based MAP per half term based on the focus topic.	One practical performance-based MAP per half term based on the focus topic.	One practical performance-based MAP per half term based on the focus topic.
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A Commitment to Excellence





Key Stage 3 Curriculum Journey: DRAMA

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YEAR 9 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	DNA - Scripted		Dramatic Techniques		Study of a Live Performance	
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Exploring a stimulus. Using improvisation to develop ideas. Devising performances: ideas, themes and research. Exploring dramatic techniques. Exploration of techniques, verbal and written explanations. Understanding and exploration of styles: naturalism, minimalism & expressionism <p>Explore the settings of the play through:</p> <ol style="list-style-type: none"> a menacing atmosphere, isolation, social hierarchy. <p>Development of:</p> <ul style="list-style-type: none"> Character motivation Tempo Volume Expression Silence 		<ul style="list-style-type: none"> Using dramatic techniques: devising a piece from a stimulus. The use of adaptive staging within this play Exploring techniques, verbal and written explanations, writing about the context. Collaboration and exploration of stimuli. Exploration of different styles 		<ul style="list-style-type: none"> Drawing together knowledge developed across the Key Stage. Writing a review of a live performance. Consolidating verbal and written analysis skills. Consolidating reading, writing, speaking and listening skills. 	
KS3 Curriculum Links	<p>Pupils will:</p> <ul style="list-style-type: none"> identify and use the inter-related aspects of Drama expressively and with increasing sophistication perform, view, review and evaluate Drama across a range of historical periods, genres, styles and traditions Learn about the different themes that are presented in the play to include: Loyalty 		<p>Pupils will:</p> <ul style="list-style-type: none"> Know how to respond to a range of stimuli Develop their sense of collaboration Development of analysis and evaluation skills Understand the impact of their individual role on the wider group 		<p>Pupils will:</p> <ul style="list-style-type: none"> evaluate Drama across a range of historical periods, genres, styles and traditions view with increasing discrimination, a wide range of dramatic art 	

A Commitment to Excellence





	<ul style="list-style-type: none">• Friendship• Bullying• Responsibility• Power		
MAPs	One practical performance-based MAP per half term based on the focus topic.		

