

# KS3 DRAMA

## Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Introduction to KS3 Drama:</b> Exploring skills, conventions, techniques and styles that will be used and developed throughout KS3 drama. In addition, we will also use the Victorians as a stimulus to consider how we communicate meaning through drama. This will allow the pupils to consider the lives of others from a different time as well as looking at the role of adults and children in Victorian society.</p> <p><b>Character Development: Stanislavski</b> This scheme of work looks at creating naturalism in performance. We will use a range of theatrical techniques and Stanislavski's Method to create a sense of belief and truth in the character work.</p>	<p><b>Darkwood Manor:</b> An experimental look at mood and atmosphere through the concept of a haunted house. Developing skills and techniques to create tension and suspense, which are critical to effective performance.</p> <p><b>Titanic:</b> Approaching human dilemmas and the choices made in the face of adversity – this historical topic considers how different people were treated, the class divide and the social constructs of the early 20<sup>th</sup> Century.</p>	<p><b>Shakespeare:</b> This scheme runs for the whole summer term to allow us to explore the world of Shakespeare in two ways. It starts with an exploration of Shakespearian language and characters, developing the interpretative skills required to stage a performance of a selected script.</p> <p><b>Playmaking:</b> The second phase of this project is an opportunity to create and perform a piece of theatre for an audience, based on an abridged version of one of Shakespeare's plays.</p>	<p><b>Improv Club:</b> Lower School Drama Club, open to all students and run on a Wednesday 3-4.</p> <p>All students can audition for the annual <b>KS3 production</b>.</p> <p><b>Theatre visits</b> are run when opportunity allows.</p>

### Assessment:

- Assessment takes place on a half termly basis and will include both practical and written tasks.
- The baseline assessment in Year 7 will highlight any high achieving students and they will be monitored throughout the year.

## Year 8

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Storytelling (LRRH):</b> Exploring skills, conventions, techniques and styles that will be used and developed throughout the year. We will consider different versions of Little Red Riding Hood and will learn more about</p>	<p><b>Just for Laughs:</b> Comedy comes in many guises and this scheme looks at different forms of comedy from Commedia Dell'Arte to slapstick. A comedic project which develops the skill of presenting something</p>	<p><b>The Plague Village 1666:</b> A look at the human dimension of the community of Eyam, which was decimated by the Plague and cut off from the outside world. It looks at the difficult decision to self-quarantine the entire village and the subsequent impact</p>	<p><b>Improv Club:</b> Lower School Drama Club, open to all students and run on a Wednesday 3-4.</p> <p>All students can audition for the annual <b>KS3 production</b>.</p>

<p>the different theatrical techniques used for storytelling.</p> <p><b>Epic Theatre:</b> A look at Brecht and Epic Theatre. This unit will focus on techniques techniques such as spass, breaking the fourth wall and use of narration, as well as understanding how we can create a proactive audience rather than a passive one.</p>	<p>humorous to an audience with focus and sustained characterisation.</p> <p><b>The Thief:</b> A consideration of ethical issues, including being responsible for your own actions. This unit explores how peer pressure and decision-making can impact on the path we choose.</p>	<p>on all the residents – culminating an with abstract performance of Ring o’Roses.</p> <p><b>Approaching Scripts:</b> This scheme of work explores a variety of script extracts from absurdism to naturalism and allows the pupils to develop their ability to interpret a playwright’s intentions, allowing opportunity for performance from page to stage.</p>	<p><b>Activities Week:</b> a week-long intensive project resulting in a series of performances on the fifth day</p> <p><b>Theatre visits</b> are run when opportunity allows.</p>
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- **Assessment:** Assessment takes place on a half termly basis and will include both practical and written tasks.
- The baseline assessment in Year 8 will highlight any high achieving students and they will be monitored throughout the year.

## Year 9

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Physical Comedy:</b> Exploring physical skills, conventions, techniques and styles that will be used and developed throughout the year. Although it has an edge towards comedy this scheme of work considers the physicality and non-verbal communication needed for effective performance and presentation.</p> <p><b>Blood Brothers:</b> Textual exploration of the play and a look at multi-role qualities and characterisation. This play by Willy Russell provides an excellent opportunity to develop performance and directorial skills and to recap knowledge of Epic Theatre.</p>	<p><b>Mystery Pictures:</b> This is an investigative piece of drama where the students use physicalisation and character development skills to ascertain what traumatic ordeal the central character has been through.</p> <p><b>Antigone:</b> The students will watch a streamed performance of Sophocles’ ‘Antigone’ and reflect upon the style (Epic Theatre) in which it is presented. This will then evolve into a devised group piece in a similar style, using the performance techniques observed.</p>	<p><b>Theatre Styles:</b> An exploration of different theatre styles from the perspective of different theatre practitioners including Antonin Artaud, Stephen Berkoff and Samuel Beckett. The students will experience a broad range of different styles and genres and consider the impact they have upon their audience.</p> <p><b>Devising Theatre:</b> An opportunity to use all of the skills developed throughout KS3 towards a performance, with a focus towards TiE. (Theatre in Education)</p>	<p><b>Improv Club:</b> Lower School Drama Club, open to all students and run on a Wednesday 3-4.</p> <p>All students can audition for the annual <b>KS3 production.</b></p> <p><b>Activities Week:</b> a week-long intensive project resulting in a series of performances on the fifth day</p> <p><b>Theatre visits</b> are run when opportunity allows.</p>

<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment takes place on a half termly basis and will include both practical and written tasks.</li> <li>• The baseline assessment in Year 9 in September will highlight any high achieving students and they will be monitored throughout the year.</li> </ul>			
<h2>KS4 Drama</h2>			
<h3>Year 10</h3>			
<p><b>TERM 1</b> content and skills</p>	<p><b>TERM 2</b> content and skills</p>	<p><b>TERM 3</b> content and skills</p>	<p><b>Extra-curricular opportunities</b></p>
<p><b>Introduction to GCSE Drama:</b> A lively start to GCSE Drama sees the group forging their identity together and exploring immersive theatre through a project entitled ‘Fatal Shore’ based on the transportation of convicts to Australia in 1787.</p> <p><b>Introduction to set text:</b> We begin to consider ‘DNA’ by Dennis Kelly and examine the plotline, the characters and the playwright’s intentions. Emphasis is put on the social, cultural and historical context of the play.</p> <p><b>Performance of ‘DNA’ scripted extract:</b> Each student will perform an extract/scene from the set text and consider the character they are playing both internally and externally to achieve a believable performance.</p>	<p><b>Studying set text:</b> Continuing the study of ‘DNA’ we look at each scene in three ways – through the eyes of the director, the performer and the designer.</p> <p><b>Mock devised preparation:</b> Using a stimulus, the students will create a performance that they will perform under exam conditions – this will consider the full production including lighting, sound, costume and set design.</p> <p><b>Live Theatre Review:</b> We will either do a theatre visit or stream a performance for the students to watch, analyse and respond to through critical appreciation.</p>	<p><b>Mock devised performances:</b> Presentation of the devised work following 10 weeks of preparation</p> <p><b>Mock written paper:</b> An end of year exam paper covering ‘DNA’ and a live theatre review under timed conditions</p>	<p>All students can audition for the annual <b>upper school production</b>.</p> <p><b>Theatre visits and workshops</b> provide the opportunity for pupils to extend their knowledge of theatre.</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment in year 10 is continuous and uses the same criteria of marking used in the exams during year 11</li> </ul>			

- The marking criteria can be located at:  
[https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016\\_L12\\_Drama\\_Issue\\_2\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf)
- Students are assessed both in the performances and their written work
- Homework is set weekly

## Year 11

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	Extra-curricular opportunities
<p><b>Devised examination (10% of GCSE):</b> The devised exam will start in September and will be performed in November. Students may take on a performance or design role.</p> <p><b>Portfolio coursework (30% of GCSE):</b> The coursework allows the students to analyse and evaluate the process they have gone through to create their devised performances.</p>	<p><b>Extract Performance exam (20% of GCSE):</b> Opportunity to perform a monologue, duologue or group extract from a selected script. Each student will be required to perform two extracts in any combination of the above groupings or to take on a design role.</p>	<p><b>Preparation for written examination (40% of GCSE):</b> The written exam consists of a series of questions on the set text 'DNA' by Dennis Kelly and questions based on a piece of live theatre.</p>	<p>All students can audition for the annual <b>upper school production</b>.</p> <p><b>Theatre visits and workshops</b> provide the opportunity for pupils to extend their knowledge of theatre.</p> <p>Year 11 students are advised to limit their extra-curricular involvement due to the additional rehearsals the course demands of them beyond the school day.</p>

### Assessment:

- The whole of Year 11 consists of examination work
- Assessment takes place through the completion of all three components – devising theatre, extract performances and the written paper
- Devised examination & portfolio – this is assessed by the teacher and sent off to the exam board for moderation
- Extract performance examination – this is assessed by a visiting examiner
- Weekly homework is set
- Moderation happens in June and marks are released on results day in August