

KS3 Curriculum INTENT

In Drama we aim to foster and nurture students to be able to speak and present themselves with creativity and confidence through group skills and team work. This will allow students to become independent learners with a life-long passion for the Performing Arts.

Through the curriculum we will:

- Equip students with a range of performance skills so that they can be confident speakers and performers in front of an audience
- Provide a selection of scripts and stimulus material in lessons that reflects a range of cultures and experiences for the students
- Provide the depth that enables students to master the key knowledge and skills essential for each key area; group work, performing and evaluating.
- Deliver a well-designed, inclusive and carefully sequenced course to provide all students with a rigorous foundation for future progression to GCSE Drama and beyond.
- Provide students with opportunities to take their curriculum beyond the classroom to develop their love of Drama, independence, collaboration and creative thinking.
- Encourage students to attend extra-curricular clubs and trips to help foster an appreciation of the theatre and Performing Arts
- Engender high expectations and challenge in order to build students' perseverance, resilience and self-belief.

KS3 Curriculum Information

Drama is introduced to Year 7 in the first term by teaching them the basic skills they need to structure and act in their own plays, as well as interpret scripts and stories. Firstly, mime, still images and thought tracking are covered, before tackling improvisation. Taking scenarios like 'at the bus stop'; students can begin to understand simple plot structure. The staging of scenes through the use of cross cutting and split scene are explored through the script 'Rainbow's Ending' by Noel Greig. This is then followed in the spring term by looking at the style of melodrama and stock characters. Students begin to use costume and props to enhance their work. In the summer term students start to look at different styles of drama; firstly, physical theatre techniques are taught to explore the theme of journeys, followed by documentary theatre, using real life stories of evacuees. They learn how to make a drama scene authentic, whilst teaching the audience about a certain time period.

Year 8 Students are encouraged to build their theatre skills further. By looking at the theatre practitioner Brecht, students understand how to use stereotypes to challenge audience perceptions and create comedy. A variety of Brecht techniques are used to help them shape their own stories. This is then followed by studying the text 'Teachers' by John Godber – a playwright who uses Brecht techniques. After Christmas the students continue to use Brecht techniques to devise their own piece of theatre on the theme of 'memories'. This is approached in the same way that a GCSE group would work – allowing students to develop their own ideas and experience independent learning. In the summer term students learn how to use minimalism in theatre and use non-naturalistic techniques inspired by theatre companies such as Frantic Assembly, and movement director, Aline

David. The term is finished off by looking at *The Tempest* and working in groups on ideas as to how the scenes can be staged in different ways.

In the first term of Year 9, students work on a variety of scripts from the National Theatre Connections series, as well as the film script of 'A Monster Calls'. After Christmas, students explore the play 'The Beauty Manifesto' by Nell Leyshon and go on to devise their own plays on the theme of self-esteem and the pressures of social media on young people. In the Summer term students look at the Performing Arts industry to explore the different roles within it.