



## **KS3- Performing Arts- Drama Knowledge and Skills Curriculum Overview**

Curriculum Intent: "To educate each and every unique child in our care to hear and respond to what God calls them to be".



Jeremiah 9:23-

<sup>23</sup> Thus says the LORD: "Let not the wise man boast in his wisdom, let not the mighty man boast in his might, let not the rich man boast in his riches, <sup>24</sup> but let him who boasts boast in this, that he understands and knows me, that I am the LORD who practices steadfast love, justice, and righteousness in the earth. For in these things I delight, declares the LORD."

*Above all Drama and Theatre education teaches us what it means to be human- Mrs L. Breslin*

# Performing Arts Drama Curriculum Intent

Mission Statement	School Curriculum Intent	Performing Arts Drama Curriculum Intent
<b>'To educate</b>	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>In Drama we have one specialist and two teachers with performing arts backgrounds, who all share the love for the subject. Drama is part of our suite of vocational qualifications in the school curriculum. The curriculum is designed to enable all pupils to develop subject specific skills but also soft skills which they can transfer across the curriculum and into careers. Drama is a vital component of developing pupils' literacy skills, especially developing their confidence in oral communication. Our pedagogy is based on the Rosenshine Principles to ensure our pupils get the most out of our subject through the use regular retrieval practise &amp; modelling, providing pupils with the opportunities to explore, develop their acting, drama techniques and personal skills such as teamwork.</i>
<b>each and every</b>	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>Our topics are designed to promote diversity, equality and inclusion. We look at theatre from different cultures and issues that are local to us in Birmingham and England. We explore a range of different plays that enables pupils to develop the SJW values. Our Catholic Ethos is at the heart of our curriculum as pupils are encouraged to develop empathy and respect for other opinions in their work in Drama.</i>
<b>unique child</b>	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>Our Drama curriculum ensures that no pupil at St John Wall is at a disadvantage; every pupil, no matter their background, have access to the great world of theatre and performing arts. Teachers thrive on challenging our pupils and supporting them through their drama journey, for example pupils look at 'Blood Brothers' at KS3 and go onto develop the techniques around performance at KS4. Each topic opens up the opportunity to reflect on human dignity for example: Knife Crime. Pupils are expected to use and apply key drama vocabulary to both their practical work and written work developing their literacy, reading and language skills which is integral to their performance skills and techniques.</i>
<b>in our care</b>	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>The Performing Arts team have very high expectations of all pupils that we teach in terms of behaviour and outcomes. Teachers plan for learning and adapt their lessons for the pupils within their classroom. Our team always put 100% in supporting our pupils' wellbeing; putting their safety first is our priority. We know that some of the topics/issues we cover could flag safeguarding concerns and therefore, we ensure that pupils feel safe to express their opinions with respect for others as well as reporting any concerns through school procedures.</i>
<b>to hear</b>	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	<i>Our Drama curriculum enables spiritual development through role play, where pupils develop their perspectives on compassion and empathy for others. When looking at characters, it provides an opportunity for discussion and supports their moral development. Their social, cultural and emotional development is nurtured through the opportunities for group work. We also host after school enrichment clubs where pupils can come along to further develop</i>

		<i>their interest in expressing themselves through drama.</i>
<b>and respond</b>	We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.	<i>Pupils have the opportunity to select BTEC Performing Arts as one of their preferences which will lead to a Level 2 qualification (Pass, Merit or Distinction). At KS3, pupils will learn the basics of Drama; begin developing characters and they will be introduced to some famous Theatre practitioners which is further developed at KS4. Pupils will apply prior knowledge of devising and script work and understand how a range of factors of performance will impact particular audiences. Pupils build their teamwork and leadership skills through practical work culminating in a significant part of the Level 2 Qualification.</i>
<b>to what God calls them to be'</b>	Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.	<i>We believe that our Drama Curriculum has been designed to allow all of our pupils to take away something that will help them in their next steps and beyond even they do not wish to choose our subject at KS4. As a team, we do aim to encourage our pupils to follow the Performing Arts Drama pathway as either further education offers at college; a Drama School; Drama specific career or personal interest, as this subject prepares pupils for any interview/occupation in life through the development of the soft skills which we approach and develop every year. Our excellent team are always ensuring pupils know the right steps and qualifications they need to move on in their education journey and we have talks with our pupils to help them begin to think about their ambitions and aspirations.</i>

	Year 7		Year 8	
Sequencing of topics and careers links	<p><b>Topics</b></p> <p>Project 1: Exploration of Drama Project 2: Pantomime Project 3: Theatre from Around the World</p>	<p><b>Links to careers</b> - See Development Homework</p> <ul style="list-style-type: none"> <li>• Actor</li> <li>• Director</li> <li>• Set &amp; Lighting Designer</li> </ul>	<p><b>Topics</b></p> <p>Project 1: Blood Brothers by Willy Russell Project 2: Stage Fighting and Westerns Project 3: Theatre in Education</p>	<p><b>Links to careers</b> - See development Homework</p> <ul style="list-style-type: none"> <li>• Costume Designer</li> <li>• Choreographer</li> <li>• Drama and Play Therapy</li> </ul>
Calendared assessments	<p>Project based learning assessments at the end of each topic of work – which is at the end of each half term.</p> <ul style="list-style-type: none"> <li>• . Students are assessment at the end of each project.</li> </ul>			
Personal Development (Cross curricular, SJW Values, SMSCV, cultural capital)	<p><b>Project 1: Exploration of Drama- Baseline</b> Students will develop their understanding of <b>British Values</b> through an introduction to the skills they will need to master in Drama at KS3 and beyond. This includes a focus on <b>Personal Development</b> through exploring stimuli, that reflects and challenges the community they live in and also from cultures they may have limited knowledge of. They will build characterisation skills, understand and use drama conventions and techniques in order to make sense of their thoughts and feelings, whilst developing their improvisation skills.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Attentive and Discerning</b> – How do I fit into the wider world?</li> <li>• <b>Active and Curious</b> – How can I influence others?</li> <li>• <b>Compassionate and Loving</b> – How can I attract others into my life to be positive?</li> </ul> <p>Links to English: Mastery writing – Narration. Crime in Oliver Twist &amp; Performance Poetry.</p> <p>Links with RE: Expressions of God &amp; situational ethics</p> <p><b>Project 2: Pantomime</b> Students will develop their <b>Cultural Capital</b> and <b>British Values</b> through exploring Britain’s love of the Pantomime. They will their characterisation skills by creating larger than life stock characters and use the correct language to reflect and discuss the effectiveness of their own and others work, identifying strengths and areas to develop. The dark side to well told</p>		<p><b>Project 1: Exploration of Blood Brothers</b> Students developing their <b>Cultural Capital</b> through the exploration of this well-loved Musical. They will watch, explore and perform extracts from the play text suitable to their reading age to develop their <b>literacy skills</b>. For their <b>Personal Development</b> students also explore the effects of social economics on the working class and the choices that are made as a result of changes in government legislation.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Learned and Wise</b> – How can I be a director to help those around me?</li> <li>• <b>Grateful and Generous</b> – Am I thankful for the special moments I have in my life?</li> <li>• <b>Compassionate and Loving</b> – How can I attract others into my life to be positivity?</li> <li>•</li> </ul> <p>Links with English: Mystery Drama</p> <p>Links with RE: Journey of Faith</p> <p><b>Project 2: Stage-fighting</b> Students will develop their tone of voice, pitch of voice, pace of voice, accent through script reading and develop their own ideas for script targeted by their reading age to develop their <b>literacy skills</b>. Students will explore and learning how to use stage fighting in a safe and exciting way.</p>	

	<p>fairy tales are discussed for student <b>Personal Development</b> and <b>Safeguarding</b> purposes.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Eloquent and Truthful</b> – How can I live out my life in the best way?</li> <li>• <b>Grateful and Generous</b> – Am I thankful for the special moments I have in my life?</li> </ul> <p>Links with English: Good vs Evil.</p> <p>Links with RE: Situational ethics.</p> <p><b>Project 3: World Theatre</b> Students will develop their <b>Cultural Capital</b> by experiencing theatre from different cultures and traditions. They will work with others in sharing and developing ideas for dramatic presentation; negotiating effectively both in and out of role.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Faith-filled and Hopeful</b> – What impact can I have on others?</li> <li>• <b>Learned and Wise</b> – What can I learn from other cultures?</li> <li>• <b>Prophetic and Intentional</b> – Do I remember my role in the wider world?</li> </ul> <p>Links with English: Shakespeare Acting Workshop.</p>	<p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Eloquent and Truthful</b> – How can I live out my life in the best way?</li> <li>• <b>Attentive and Discerning</b> – How well do I know my own body?</li> </ul> <p>Links with English: Mastery Writing (script creative writing).</p> <p><b>Project 3: Theatre in Education</b> Students will develop and explore their <b>emotional and physical wellbeing</b> by learning about the effects social and personal issues that young people may encounter during adolescence. Building their <b>Cultural Capital</b> they will learn how important the theatre is to raise people’s awareness of an issue in society.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Faith-filled and Hopeful</b> – How can I spread hope to all those I encounter?</li> <li>• <b>Active and Curious</b> – What are others experiencing beyond the world around me?</li> </ul> <p>Links with English: Shakespeare character links to modern texts.</p>
Progression model	<p>What knowledge will pupils develop? <i>(Including key terminology)</i></p> <p>Over the two-year curriculum:</p> <p>Practitioners:</p> <ul style="list-style-type: none"> <li>• Stanislavski</li> <li>• Boal</li> <li>• Brecht</li> <li>• Berkoff</li> <li>• Frantic Assembly</li> </ul>	<p>What skills will pupils develop? <i>(Including literacy &amp; Numeracy)</i></p> <p>Over the two-year curriculum:</p> <p>Voice</p> <ol style="list-style-type: none"> <li>1. Clear tone- harsh, soft</li> <li>2. Changes in pitch- high, low</li> <li>3. Changes in pace- fast, slow</li> <li>4. Use of pause- when thinking, create tension</li> <li>5. Shows hidden meaning- do you mean what you say?</li> </ol> <p>Movement</p>



Styles:

- Slapstick
- Naturalistic
- Theatre in Education
- Physical Theatre
- Musical
- Tragedy
- Comedy
- Melodrama

Drama Techniques:

- Narration
- Slow motion- marking the moment
- Thought tracking
- Still image
- Flashback/flashforward
- Soundscape
- Cross cutting

1. Changes in facial expression
2. Clear hand gestures
3. Legs- Stance shows intention
4. Core- Back and Chest show status (power)
5. Clear difference between each emotion
6. Changes in pace

Rehearsal

1. Given circumstance is clear
2. Clear beginning to the performance
3. Clear professional end to the performance
4. Specific decisions made about set
5. Intentions- is your work clear for the audience?
6. Confident sharing ideas

Characterisation

1. Accent
2. Exaggerated facial expression
3. Stance
4. Gesture
5. Projection of voice
6. Over the top energy
7. Physicality links clearly to stock character played

Devising

1. Spatial awareness
2. Use of safety rules at all times
3. Clear entrance and exit- the whole group looks at a character entering
4. Clear sequence of at least 4 stage fighting moves
5. Set creates the 'world' of the scene

Development homework

1. Week by week booklet developing key terminology of:
  - Drama techniques
  - Skills
  - Evaluation and self-assessment
2. Fill in the blanks
3. How to be an effective Drama Student
4. Careers in the Performing Arts:
  - ❖ Actor- <https://www.prospects.ac.uk/job-profiles/actor>

1. Week by week booklet developing key terminology of:
  - Drama techniques
  - Skills
  - Evaluation and self-assessment
2. Shakespeare Project
3. Script writing project
4. Careers in the Performing Arts:
  - ❖ Costume Designer- <https://nationalcareers.service.gov.uk/job-profiles/costume-designer>

- ❖ Film/TV Director- <https://nationalcareers.service.gov.uk/job-profiles/tv-or-film-director>
- ❖ Theatre Director- <https://targetcareers.co.uk/career-sectors/arts-and-creative/1014269-how-to-become-a-theatre-director-job-role-and-training-routes-explained>
- ❖ Set Designer- <https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/set-designer>
- ❖ Lighting Designer- <https://targetcareers.co.uk/career-sectors/arts-and-creative/1014275-how-to-become-a-theatre-lighting-designer-sound-designer-or-technician>

- ❖ Choreographer - <https://nationalcareers.service.gov.uk/job-profiles/choreographer>
- ❖ Drama Play Therapy- <https://www.prospects.ac.uk/job-profiles/dramatherapist>