



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-

²³ 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, ²⁴ 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

	Year 7	Year 8
Sequencing of topics and careers links	<p>Topics</p> <p>Project 1: Exploration of Drama Project 2: Pantomime Project 3: Theatre from Around the World</p>	<p>Links to careers- See Development Homework</p> <ul style="list-style-type: none"> • Actor • Director • Set & Lighting Designer
		<p>Topics</p> <p>Project 1: Blood Brothers by Willy Russell Project 2: Stage Fighting and Westerns Project 3: Theatre in Education</p>
		<p>Links to careers- See development Homework</p> <ul style="list-style-type: none"> • Costume Designer • Choreographer • Drama and Play Therapy
Calendared assessments	Project based learning assessments at the end of each topic of work – which is at the end of each half term.	
	<ul style="list-style-type: none"> • . Students are assessment at the end of each project. 	
Personal Development (Cross curricular, SJW Values, SMSCV, cultural capital)	<p>Project 1: Exploration of Drama- Baseline Students will develop their understanding of British Values through an introduction to the skills they will need to master in Drama at KS3 and beyond. This includes a focus on Personal Development 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>SJW Values</p> <ul style="list-style-type: none"> • Attentive and Discerning – How do I fit into the wider world? • Active and Curious – How can I influence others? • Compassionate and Loving – How can I attract others into my life to be positive? <p>Links to English: Mastery writing – Narration. Crime in Oliver Twist & Performance Poetry.</p> <p>Links with RE: Expressions of God & situational ethics</p> <p>Project 2: Pantomime Students will develop their Cultural Capital and British Values 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>Project 1: Exploration of Blood Brothers Students developing their Cultural Capital 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 literacy skills. For their Personal Development 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>SJW Values</p> <ul style="list-style-type: none"> • Learned and Wise – How can I be a director to help those around me? • Grateful and Generous – Am I thankful for the special moments I have in my life? • Compassionate and Loving – How can I attract others into my life to be positivity? • <p>Links with English: Mystery Drama</p> <p>Links with RE: Journey of Faith</p> <p>Project 2: Stage-fighting 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 literacy skills. Students will explore and learning how to use stage fighting in a safe and exciting way.</p>

fairy tales are discussed for student **Personal Development** and **Safeguarding** purposes.

SJW Values

- **Eloquent and Truthful** – How can I live out my life in the best way?
- **Grateful and Generous** – Am I thankful for the special moments I have in my life?

Links with English: Good vs Evil.

Links with RE: Situational ethics.

Project 3: World Theatre

Students will develop their **Cultural Capital** 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.

SJW Values

- **Faith-filled and Hopeful** – What impact can I have on others?
- **Learned and Wise** – What can I learn from other cultures?
- **Prophetic and Intentional** – Do I remember my role in the wider world?

Links with English: Shakespeare Acting Workshop.

SJW Values

- **Eloquent and Truthful** – How can I live out my life in the best way?
- **Attentive and Discerning** – How well do I know my own body?

Links with English: Mastery Writing (script creative writing).

Project 3: Theatre in Education

Students will develop and explore their **emotional and physical wellbeing** by learning about the effects social and personal issues that young people may encounter during adolescence. Building their **Cultural Capital** they will learn how important the theatre is to raise people’s awareness of an issue in society.

SJW Values

- **Faith-filled and Hopeful** – How can I spread hope to all those I encounter?
- **Active and Curious** – What are others experiencing beyond the world around me?

Links with English: Shakespeare character links to modern texts.

Progression model

What **knowledge** will pupils develop? *(Including key terminology)*

Over the two-year curriculum:

Practitioners:

- Stanislavski
- Boal
- Brecht
- Berkoff
- Frantic Assembly

What **skills** will pupils develop? *(Including literacy & Numeracy)*

Over the two-year curriculum:

Voice

1. Clear **tone**- harsh, soft
2. Changes in **pitch**- high, low
3. Changes in **pace**- fast, slow
4. Use of **pause**- when thinking, create tension
5. Shows **hidden meaning**- do you mean what you say?

Movement

	<p>Styles:</p> <ul style="list-style-type: none"> • Slapstick • Naturalistic • Theatre in Education • Physical Theatre • Musical • Tragedy • Comedy • Melodrama <p>Drama Techniques:</p> <ul style="list-style-type: none"> • Narration • Slow motion- marking the moment • Thought tracking • Still image • Flashback/flashforward • Soundscape • Cross cutting 	<ol style="list-style-type: none"> 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 <p>Rehearsal</p> <ol style="list-style-type: none"> 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 <p>Characterisation</p> <ol style="list-style-type: none"> 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 <p>Devising</p> <ol style="list-style-type: none"> 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
<p>Development homework</p>	<ol style="list-style-type: none"> 1. Week by week booklet developing key terminology of: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ❖ Actor- https://www.prospects.ac.uk/job-profiles/actor 	<ol style="list-style-type: none"> 1. Week by week booklet developing key terminology of: <ul style="list-style-type: none"> • Drama techniques • Skills • Evaluation and self-assessment 2. Shakespeare Project 3. Script writing project 4. Careers in the Performing Arts: <ul style="list-style-type: none"> ❖ 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>