



DRAMA KS3 Intent - Long Term Plan/Overview

Engagement:

The aim of the KS3 DRAMA curriculum at Queensbridge is to engage pupils with dramatic technical and interpretative skills through core strands which underpin everything that is taught and learnt from Year 7; creating, developing and performing, analysing and evaluating. It is through these strands that pupils can explore three principal areas of Drama: to think like an actor, to think like a director, to think like a designer that will develop their understanding as theatre makers. Thus, help pupils build up a repertoire of knowledge and skills that will broaden their understanding of how to be a performer, a visionary and a communicator to an audience.

It is with these principles at the forefront of the KS3 curriculum that we as a department strive to develop pupils' confidence, communication and collaboration which transferable skills to many different settings within the school and in the community. By the end of KS3, pupils should have:

Developed dramatic technical and interpretative skills in performance, direction and design

Developed knowledge and understanding of how to create theatre from a script as a performer, director and designer.

Developed Knowledge of the chronology of theatre and how these were influenced socially and historically

A knowledge and understanding of how to analyse and evaluate theatre performance and production.

A knowledge and understanding of a range of drama specific key terminologies which can be applied to meaningful evaluation of work.

Year 7 Quest: Year Overview

How does an actor perform as a character?

Methodology:

Exploring the physicality and non-verbal communication of story telling versus the power of linguistics, expression and subtext in drama.

Content:

*Trestle Theatre Masks and the Jacques Lecoq's
Seven levels of tension
Linear/manipulative mime
Consider costume and/or prop
Scripted work: duologue – language and subtext
Consider a lighting state for performance*

Year 8: Year Overview

Devising Drama based on stimuli

Methodology:

Exploring the process of creating, devising and performing a devised drama piece from responses to a range of stimuli based on a theme or idea.

Content:

Response to a range of stimuli:

Podcast 'Refugee Reminiscence'

Scene selection from Refugee Boy by Lemn

Sissay

Images of the current refugee crisis in Europe

Artwork related to theme Hokusai's 'The Wave'

Work in Pairs, small groups and as an ensemble to create drama work from the student's ideas using performance skills and explorative strategies explored in Year 7.

Year 9: Year Overview

Practitioners and theatre on social issues.

Methodology:

Pupils will explore the creation of theatre through the script 'Mugged' and the scripted stage play 'Blackout'. Pupils will learn theatrical conventions including acting style and purpose. Pupils will consider the intended impact for the audience and will develop the use of stage space and spatial relationships. Pupils will develop the ability to analyse and evaluate plays.

Content:

'Mugged' Andrew Payne 'Blackout' by Davey Anderson

Exploring Brecht and Epic Theatre

Exploring Augusto Boal and Theatre of the Oppressed.

Opportunities to analyse and evaluate theatre makers, performers, directors and designers.