



Drama Key Stage 3 Curriculum Overview

Key Stage 3 Drama Curriculum Overview

						Week 39
YEAR 7	<i>Unit of work Title: Introduction to Drama - Character</i>	<i>Unit of work Title: Exploring Narrative - Narnia</i>	<i>Unit of work Title: Style – Physical theatre</i>	<i>Unit of work Title: Musical theatre – Bugsy Malone</i>	<i>Unit of work Title: Text – Introducing Shakespeare</i>	<i>Unit of work: Genre – Silent Movie</i>
Key content (Know that...Know how...)	This unit teaches pupils the basic drama knowledge of warm-ups and how to focus, concentration and use discipline. It touches on the skills of mindfulness and DBT. It introduces the knowledge of how to build a character using the techniques of Stanislavski.	This unit teaches knowledge of various narrative elements of the storytelling and shows pupils how to identify the difference between fantasy and realism. It gives pupils knowledge of historical events during WW2 and teaches them how to empathise with children who were evacuated in the war.	This unit teaches pupils the knowledge of how to create Physical Theatre. It explores the various theatrical techniques used by Theatre Practitioners Frantic Assembly and DV8 and teaches pupils the knowledge of how to use their bodies as a performer to create moments of power and tenderness in a piece of drama.	This unit of work will teach pupils knowledge of Musical Theatre, and the historical context of 1920's prohibition. It introduces them to the art of the comic style of slapstick in preparation for the later unit on Silent Movie by exploring the musical 'Bugsy Malone' and explores how to develop their accent, staging, and characterisation.	This unit gives pupils knowledge of Shakespeare; his life, his plays and the language he used. The unit explores a selection of his plays and helps pupils to know how to identify the difference between the Comedy, Tragedy and History plays. It also makes pupils aware of the implications Shakespeare still has today on modern life.	This unit explores the genre's conventions and focuses on physical comedy, it prepares them for the Commedia unit later in the year. It teaches pupils how to devise their own Silent Movie.
Prior Knowledge	An introduction to secondary drama – building on the speaking and listening work done at primary level. Development of basic vocabulary and confidence building skills.	This SOW works to explore the differences between realistic and fantasy drama. It looks at the contrast between these two styles through character and plot. This challenges pupils to explore more complicated dramatic elements, while using the	This SOW works to explore contemporary practitioners and build upon learners' skills and knowledge on devising plot and narrative through a stimulus. It looks at the contrast of using your body to create symbolic theatre	This SOW builds on student's characterization skills established in their previous units of work whilst also developing their staging knowledge and skills. It starts to develop the art of Slapstick comedy to	Now pupils have more confidence with performing and have explored conventions of a genre, we focus on text work in preparation both for year 8 and the Shakespeare project. There is also a focus on language and a	After gaining confidence in performing, pupils develop and challenge their knowledge of character and the theatre by exploring specific genres of theatre

		skills they have already learnt in Year 7	rather than dialogue. This challenges pupils to further explore more complicated skills to create theatre than they already have in Year 7.	prepare them for the last unit of the Silent Movie.	push on literacy in a cross-curricular link with English.	
KS3 National Curriculum Links		Eng NC Spoken Lang: Improve, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		Eng NC Spoken Lang: Improve, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Eng NC Spoken Lang: Improve, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
Assessments	Knowledge of: Mime, mirroring, focus, concentration, empathy, voice, and movement. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. (Character Collage).	Knowledge of: Fantasy, plot, contrast, realism, story-telling, characterisation. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks.	Knowledge of: Connections, Stopping Points, Impulse, Space, Movement, Use of Stimulus, Mirroring, Chair Duet and BAP. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and	Knowledge of: the elements of the musical theatre genre vocabulary during feedback both verbally and in the written form to analyse theirs and others work Responding: to slapstick comedy conventions and the stereotypical characters of the musical. (Guided reading Tasks).	Knowledge of: Voice, movement, staging, blocking, plot, theme, character, language, context. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. (Character Role of the	Knowledge of: Exaggeration, physical theatre, mime, stock characters, conventions, narrative scenarios, slapstick, props and music. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work.

	<p>Responses to Guided reading Tasks.</p> <p>Making (Component): Know that adapting skills and using imagination will create a believable performance. Recall and MAD time</p> <p>Performing (Composite): Know how to show empathy as a performer to perfect skills in a controlled situation. (Improvised List scene).</p>	<p>Making: (Component): Know that adapting contextual knowledge will deepen characters in performance. Recall and MAD time. (Evaluation of Scripted improvisation and Inner Monologue).</p> <p>Performing (Composite): Know how to perform text using more complicated staging decisions.</p>	<p>others work. (Booklet Tasks, Guided Reading).</p> <p>Making: (Component) Know that: the body alone can respond to stimuli and create a devised performance adopting specific physical theatre skills. MAD time and recall.</p> <p>Performing (Composite): Know how to experience a physical focused performance. (Performance of devised scene).</p>	<p>(Home learning - 1920s NY research task?)</p> <p>Making: (Component) Know that: through research conventions specific to musical theatre will support the staging of Song and dialogue, ready for performance. MAD time and recall.</p> <p>Performing: (Composite): Know how to demonstrate a stereotypical character in the musical theatre style. (Performance of a scripted scene).</p>	<p>(Wal) Responses to Guided reading Tasks.</p> <p>Making: (Component) Know that: themes can be developed alongside language to create a meaningful performance and create an atmosphere. Recall and MAD time.</p> <p>Performing: (Composite): Know how language can be adapted to create tension and atmosphere. (Performance of scene).</p>	<p>(Silent Movie research task). Responses to Guided reading Tasks.</p> <p>Making: (Component) Know that: Stereotypes, slapstick and exaggeration needs to be in place for a successful Silent movie. Recall learning from Bugsy Malone. MAD time</p> <p>Performance: (Composite): Know how to apply knowledge learnt over time to create a Performance of a Slapstick scene.</p>
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	Week 1 ←					→ Week 39
YEAR 8	<i>Unit of work Title: Genre (Devised) - Verbatim</i>	<i>Unit of work Title: Genre (Impro) - Commedia</i>	<i>Unit of work Title: Text (Style) - Godber</i>	<i>Unit of work Title: Practitioner(Brecht)</i>	<i>Unit of work Title: Genre (Radio Plays and Vocal)</i>	<i>Unit of work: Genre – Text (Monologues and Duologues 1)</i>
Key content (know that...know how...)	This unit teaches pupils knowledge of Verbatim theatre and scripted drama and uses non-fiction stimulus. It requires pupils to know how to use a documentary style of presentation. Interviews, summary of facts etc and the unit is based on The Pendle Witch Trials.	This unit focus on knowledge of the traditional techniques of the genre of Commedia D'ell arte and of how movement can be a focus for performance. Pupils look at the history of the Italian Comedy and know how to create their own devised Piece of Lazzi using stock characters and improvisation.	The Unit focuses on a development of knowledge around John Godber's style of theatre. Pupils will know how to use his style practically. Pupils will know how to perform successfully in the style of Godber's and develop such skills as characterisation, multirole and comedy skills.	This unit gives pupils knowledge of the theatre practitioner Brecht and pupils will then know how to use his techniques to create a piece of Brechtian style theatre, known as Epic Theatre. Pupils will know and understand how theatre can be used to instigate political and social change.	This unit focus on the knowledge of the genre of Radio Drama and the art of a Foley Artist. Pupils will know how to use non-visual techniques of theatre and the voice to create tension and characters on the radio.	This unit teaches pupils how to approach a monologue or a duologue for performance, They will learn the knowledge of audience awareness, proxemics, nuance and character objectives and how these impact performance.
Prior Knowledge	This SOW builds on pupils knowledge of acting out a text but teaches them new knowledge alongside of a specific genre with which to do it through. Pupils also learn how to use drama as a tool to explore an historical event. Pupils learn about and use	Pupils have already experienced the knowledge of a genre and now we introduce one that has developed from the previous ('The Silent Movie') and uses a lot of the same knowledge bank. Commedia also brings in text work that 'The Silent Movie' genre did not but improvised text work,	Pupils will build on their exaggerated comedy skills taught and practiced in the previous unit of commedia to apply these now to text based skills combined with specific techniques of a playwright.	Pupils have already began exploring theatre practitioners through their unit on Stanislavski in Year 7 and have also studied various styles of theatre such as Physical Theatre, Verbatim Theatre and Musicals throughout KS3 so far. This unit of work builds on that prior knowledge, bringing in another	This Unit will build on pupils' analysis and application of conventions and the more scripted skills learnt in the units of Verbatim and Godber. This unit also develops the already taught knowledge of	This unit builds on the first unit in year 7 where pupils are taught how to approach a character and a text. They develop this knowledge to specifically stage a monologue and a duologue.

		not scripted, so adding a new dimension to keep it fresh		practitioner and style to the mix.	vocal skills but takes it a step further to experiment with more vocal exercises.	
KS3 National Curriculum Links	Eng NC Spoken Lang: Improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		Eng NC Spoken Lang: Improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Eng NC Spoken Lang: Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.	Eng NC Spoken Lang: Improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
Assessments	Knowledge: Documentary, verbatim, data, information, fact, interviews, characterisation, non-fiction. Staging, blocking. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. (Research of a Pendle witch). Responses to Guided reading Tasks.	Knowledge: Slapstick, comedy, physicality and exaggeration. History, language and dialogue. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks.	Knowledge: Multi-rolling, comedy, physicality and exaggeration. History, language and dialogue specific to the style of John Godber. Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and	Knowledge: Multiroling, reported speech, narration, delivering episodic plot lines, placards, gestus, breaking the fourth wall. Responding: Use of vocabulary during feedback both verbally and written to analyse & evaluate their own and	Knowledge: Voice – Tone, pitch, volume, intonation, inflection, pace. Radio: Narration, sound effects, music, and scripting. Responding: Use of vocabulary during feedback	Knowledge: Proxemics, Audience awareness, nuance and character objectives. Responding: Use of vocabulary during feedback both verbally and written to

	<p>Making (Component): Know that adapting transcribed information can lead to verbatim scripts Recall and MAD time</p> <p>Performing (Composite): Know how to demonstrate a realistically student led staged scene from a verbatim script. (Promenade staged scene).</p>	<p>Making (Component): Know that identifying elements of Commedia and recalling those from the Silent Movie, pupils can apply these to a lazzi performance. Recall and MAD time</p> <p>Performing (Composite): Know how to stage a commedia inspired performance.</p>	<p>others work. Responses to Guided reading Tasks. (Creation of a programme).</p> <p>Making (Component): Know that the conventions of Godber’s writing can we identified and used in rehearsal. Recall and MAD time</p> <p>Performing (Composite): Know how to stage two scenes in the style of Godber.</p>	<p>others work. Responses to Guided reading Tasks.</p> <p>Making (Component): Know that basic Brechtian conventions can be used to create a political inspired scene. Recall and MAD time</p> <p>Performing (Composite): Know how to involve the audience in the final performance.</p>	<p>both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks. (Creation of a programme).</p> <p>Making (Component): Know that scripting techniques need to be applied to rehearsals alongside the skills of a Foley artist. Recall and MAD time</p> <p>Performing (Composite): Know how to record and add in sound effects to a final performance.</p>	<p>analyse & evaluate their own and others work. Responses to Guided reading Tasks. MAD time</p> <p>Making (Component): Know that there is a difference between monologues and duologues and that there is a clear criteria for writing and performing these. Recall and MAD time</p> <p>Performing (Composite): Know how to recognise the purpose of monologues and duologues in a performance, and apply the techniques needed to perform these well.</p>
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	Week 1					Week 39
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YEAR 9	<i>Unit of work Title: Genre – Gothic Theatre</i>	<i>Unit of work Title: Technical – Woman in Black</i>	<i>Unit of work Title: Cultural Capital/PSHE – Bang Out of Order</i>	<i>Unit of work Title: Style&Genre – Physical Theatre in Surrealism</i>	<i>Unit of work Title: Text (Monologue and Duologues 2)</i>	<i>Unit of work: Theatre Review - Hamilton</i>
Key content (know that...know how...)	This unit teaches pupil knowledge and appreciation of Gothic Literature and demonstrates how pupils adapt this for the theatre. There are strong links here with English at KS4. Pupils know how to create tension and suspense in practical drama terms and build on developing more complex characters with a focus on subtext.	This unit of work builds on the knowledge they have learnt in the previous one but looks at how technical elements of theatre can create tension. Pupils know how to design sets and costume in the horror genre.	This unit develops pupils' knowledge of characterisation and blocking and pupils begin to know that drama can be used to significantly impact an audience's opinion about an issue. Pupils know what the impact and consequences are of anti-social behaviour.	This unit is a development of the knowledge pupils learnt in the Year 8 Physical Theatre Unit. It allows pupils to know how Physical theatre as a style of theatre can be used to explore and develop the genre of Surrealism.	This unit builds on the knowledge pupils learnt about developing certain forms of text in year 8 but now pupils know that they can access more challenging and innovate themes in their monologues and duologues.	This unit provides pupils with the knowledge of how to write a theatre review. Pupils learn how to evaluate and analyse professional actors acting skills and be critical about a piece of theatre they have watched.
Prior Knowledge	This unit builds on the knowledge acquired when learning about genres in Years 7 and 8. This is more of a challenging set of conventions to learnt and then apply in the theatrical form.	This unit learns new knowledge, but it cannot be taught until pupils have mastered how to approach a text from an actor or directors' point of view, which they do in year 7 and 8. Pupils must have learnt the knowledge of blocking and staging before they can tackle how to set and costumes a play. This unit completes the	This unit introduces pupils to naturalism and theatre that is used to convey a message. Pupils must have a degree of maturity to explore these issues and already possess the knowledge of how to stage a text so they can focus on how they will bring out the message. This unit will then prepare pupils for the Monologue and Duologues later in year 9	This unit builds directly on the knowledge learnt in both the Year 7 and the Year 8 Physical Theatre units. Pupils must be taught the knowledge of physical theatre style before they can apply the techniques to a specific genre or form such as Surrealism.	This unit builds on from the basic year 7 SOW on Stanislavski. The basic knowledge of character building and staging is developed to a higher level of analysis and rehearsal. This unit will prepare pupils for the levels of script work needed later in the drama curriculum.	This unit is a culmination of all units in year 9. Pupils are used to giving feedback on their own or peers work but never on a professional actor. This unit teaches them the knowledge with which to do that. They practice being critical observers and must write in detail about theatre. Without all previous units' pupils would find this really challenging.

		picture of textual study.	and the art of approaching a naturalistic text using the skills of Stanislavski, which they touched upon in year 7.			
KS3 National Curriculum Links	Eng NC spoken Lang: Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.		Eng NC Spoken Lang: Improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		Eng NC Spoken Lang: Improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
Assessments	<p>Knowledge: Language, character, tension, and suspense.</p> <p>Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks.</p> <p>Making (Component): Know that pupils need to create tension and atmosphere in drama through a staged scene of Frankenstein.</p>	<p>Knowledge: Set, Costume, and Make-up design, Marketing, Annotations, Effect, Symbolism.</p> <p>Responding: Use of design specific and evaluative vocabulary in annotations of own work and verbal feedback of the work of others. Responses to Guided reading Tasks.</p> <p>Making (Component): Know the technical</p>	<p>Knowledge: Characterisation, blocking skills, semiotics and positioning on stage. How you might possibly deliver a line of text.</p> <p>Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks. (KVO tasks).</p> <p>Making (Component): Know that themes of a</p>	<p>Knowledge: Symbolism, Dali, Abstract, Artaud, Surreal, Contrast, annotations.</p> <p>Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks. (Surrealistic Costume design).</p>	<p>Knowledge : Voice – Tone, pitch, volume, intonation, inflection, pace. Blocking, semiotics, proxemics, actioning, objectives,</p> <p>Responding: Use of vocabulary during feedback both verbally and in the written form to analyse theirs and others work. Responses to Guided reading Tasks</p> <p>Making (Component): Know that</p>	<p>Knowledge : Vocal and Physical Skills. Analysis and Evaluation.</p> <p>Responding: Use of vocabulary during feedback of the musical both verbally and in the written form to analyse an actor’s performance or a technical element of the performance. Responses to Guided reading Tasks.</p> <p>Making (Component): Know that there are specific areas to focus on in the reviewing of a</p>

	<p>performance. Recall and MAD time for the assessment trial piece, rehearsal.</p> <p>Performing (Composite): Know how to show a scene that creates tension and build complex characters. (Improvised List scene).</p>	<p>elements of the theatre, set and costume and lighting. Recall and MAD time</p> <p>Performing (Composite): Know how to choose a technical element to focus on.</p>	<p>text can relate to everyday life and need to be staged sensitively. Recall and MAD time</p> <p>Performing (Composite): Know how to show empathy as a performer in a staged scene to bring out the main issue/theme.</p>	<p>Making (Component): Know that physical theatre can develop text and music as well as physicality. Recall and MAD time</p> <p>Performing (Composite): Know how to show their own surrealistic inspired physical theatre performances.</p>	<p>monologues and duologues can have a significant performance style and need to be developed to be successfully staged. Recall and MAD time</p> <p>Performing (Composite): Know how to show empathy as a performer to perfect skills in a performance of a monologue or duologue.</p>	<p>scene and the study of the set and costume. Recall and MAD time on drafts of review.</p> <p>Performing (Composite): Know how analyse and evaluate a scene in an essay.</p>
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