



# KS3 Curriculum: Drama

## 3 Areas of Assessment: Contribution, Performance, and Written.

7	Knowledge	Tier 2 Vocabulary	Skills	Assessment
<p><b>Autumn 1</b> <i>The Drama Toolkit</i> (Skills)</p> <p><b>The Aim:</b> <i>To demonstrate a variety of acting skills and techniques in rehearsal and performance</i></p>	<p>Students complete an introduction to Drama; exploring a variety of acting skills and techniques.</p> <p>Students will complete a written evaluation of their creative process.</p>	<ul style="list-style-type: none"> <li>• Assertive</li> <li>• Sluggish</li> <li>• Decisive</li> <li>• Purposeful</li> <li>• Controlled</li> <li>• Hesitant</li> <li>• Energetic</li> <li>• Commanding</li> </ul>	<ul style="list-style-type: none"> <li>➤ Thought -Track</li> <li>➤ Tableaux</li> <li>➤ Audience -Aside</li> <li>➤ Mute</li> <li>➤ Mark the Moment</li> <li>➤ Role Play</li> <li>➤ Gesture</li> <li>➤ Narration</li> </ul>	<p><b>Teacher Baseline assessment of <u>contribution</u> and <u>performance</u>.</b> (Formative assessment)</p>
<p><b>Autumn 2</b> <i>“Who Dunnit”</i> (Script)</p> <p><b>The Aim:</b> <i>To write and perform a monologue which demonstrates your consideration of both vocal and physical technique.</i></p>	<p>Students will learn how to explore and create a role physically and vocally.</p> <p>Students will create a role that is appropriate to the genre of “Who Dunnit”.</p>	<ul style="list-style-type: none"> <li>• Abrupt</li> <li>• Stilted</li> <li>• Forceful</li> <li>• Persuasive</li> <li>• Authoritative</li> <li>• Timid</li> <li>• Stutter</li> <li>• Intrusive</li> <li>• Accusing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monologue</li> <li>➤ Gait</li> <li>➤ Posture</li> <li>➤ Tone</li> <li>➤ Pause</li> <li>➤ Stillness</li> <li>➤ Hot seating</li> <li>➤ Tableau</li> <li>➤ Spontaneous improvisation</li> </ul>	<p><b>Teacher <u>performance</u> assessment of <u>Monologue</u>.</b> (Summative assessment)</p>
<p><b>Spring 1</b> <i>“The Terrible Fate of Humpty Dumpty”</i> (script)</p> <p><b>The Aim</b> <i>To explore the impact that dramatic structure has on an audience.</i></p>	<p>Students will be introduced to the play, plot and themes.</p> <p>Students will explore how they can transition between past and present.</p>	<ul style="list-style-type: none"> <li>• Episodic</li> <li>• Linear</li> <li>• Chronological</li> <li>• Persistent</li> <li>• Intimidation</li> <li>• Sympathy</li> <li>• Empathy</li> <li>• Contempt</li> <li>• Trusting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plot</li> <li>➤ Themes</li> <li>➤ Dramatic structure</li> <li>➤ Status</li> <li>➤ Tension</li> <li>➤ Off text improvisation</li> <li>➤ Flashback</li> </ul>	<p><b>Student Self assessment: <u>Contribution</u> in <u>rehearsals</u>.</b> (Formative assessment)</p>
<p><b>Spring 2</b> <i>Silent Movies</i> (Skills)</p> <p><b>The Aim:</b> <i>To be introduced to the style of silent movies.</i></p>	<p>Students will learn how to exaggerate their physical skills and develop their mime sequences using a comedic style.</p>	<ul style="list-style-type: none"> <li>• Exaggeration</li> <li>• Comedic</li> <li>• Onomatopoeia</li> <li>• Sly</li> <li>• Meek</li> <li>• Rapid</li> <li>• Gentle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Action</li> <li>➤ Mime sequences</li> <li>➤ Physical Contact</li> <li>➤ Caption placards</li> </ul>	<p><b>Teacher <u>performance</u> assessment.</b> (Summative Assessment)</p>



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<p><b>Summer 1</b> <i>Midsummer Night's Dream</i> (Text) <b>The Aim:</b> To know and understand both the characters and events of 'A Midsummer Night's Dream'.</p>	<p>Students will be able to perform an extract with the emphasis being on creating and sustaining a convincing and believable character.</p>	<ul style="list-style-type: none"> <li>• Condensed</li> <li>• Interpretation</li> <li>• Response</li> <li>• Hurt</li> <li>• Eager</li> <li>• Anxious</li> <li>• Rejected</li> <li>• Smug</li> <li>• Seductive</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dynamic tableau</li> <li>➤ Proxemics</li> <li>➤ Personality</li> <li>➤ Relationship</li> <li>➤ Motivation</li> <li>➤ Reacting</li> </ul>	<p><b>Student Written assessment.</b> (Summative)</p>
<p><b>Summer 2</b> <i>Midsummer Night's Dream</i> (Design) <b>The Aim:</b> To be able to plan and write a GCSE type answer on your portrayal ( how you played the role) of one character.</p>	<p>To learn the What, How, Why writing structure.</p> <p>To understand what needs to be considered when designing a costume for a character in MND.</p>	<ul style="list-style-type: none"> <li>• Elizabethan</li> <li>• Authority</li> <li>• Mythical</li> <li>• Creature</li> <li>• Accusing</li> <li>• Weak</li> <li>• Hasty</li> <li>• Wild</li> <li>• Decisive</li> </ul>	<ul style="list-style-type: none"> <li>➤ Status</li> <li>➤ Costume</li> <li>➤ Climax</li> <li>➤ Staging configurations</li> <li>➤ Transitions</li> </ul>	<p><b>Student Written assessment.</b> (Formative)</p>



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8	Knowledge	Tier 2 Vocabulary	Skills	Assessment
<p><b>Autumn 1</b> <b>Hillsborough</b> (Devising) <b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p><b>Teacher</b> <b>Contribution</b> <b>assessment.</b> (Formative)</p>
<p><b>Autumn 2</b> <b>Social Media</b> (Devising) <b>The Aim:</b> Students will explore 'the process' to devising quality pieces of Drama using a variety of techniques.</p>	<p>Students will develop their physical and verbal responses to stimuli.</p> <p>Students will shape and refine their creative ideas as an ensemble throughout the rehearsal process.</p>	<ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Contrast</li> <li>• Tension</li> <li>• Awe</li> <li>• Amazement</li> <li>• Anticipation</li> <li>• Intrigue</li> <li>• Anti-climax</li> <li>• Admitation</li> <li>• Anger</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staging script</li> <li>➤ Mind Map</li> <li>➤ Conscious stream of writing</li> <li>➤ Hot seating</li> <li>➤ Role Play</li> <li>➤ Staging script</li> <li>➤ Spontaneous improvisation</li> </ul>	<p><b>Student</b> <b>written</b> <b>assessment.</b> (Summative)</p>
<p><b>Spring 1</b> <b>Masks</b> (skills) <b>The Aim:</b> To raise confidence when performing using skill based Drama.</p>	<p>Students will learn to develop an understanding of the Non verbal communication skills required for a masked performance.</p>	<ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Mood</li> <li>• Sustained</li> <li>• Close</li> <li>• Distant</li> <li>• Isolated</li> <li>• Passive</li> <li>• Warm</li> <li>• Rejecting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Focus</li> <li>➤ Facing front</li> <li>➤ Clocking the audience</li> <li>➤ Physical Theatre</li> <li>➤ Exaggeration</li> <li>➤ Reaction</li> <li>➤ Pace</li> </ul>	<p><b>Student self</b> <b>assessment of</b> <b>contribution</b> <b>and</b> <b>performance</b> <b>skills</b> (Formative)</p>
<p><b>Spring 2</b> <b>Stage Combat</b> (skills) <b>The Aim:</b> To create a sequence of convincing choreographed stage combat moves.</p>	<p>To know, understand and practise the safety rules for stage combat</p> <p>To know how to perform a variety of convincing stage combat sequences.</p>	<ul style="list-style-type: none"> <li>• Release</li> <li>• Sequencing</li> <li>• Convincing</li> <li>• Awareness</li> <li>• Shock</li> <li>• Surprise</li> <li>• Anticipation</li> <li>• Danger</li> <li>• Aggressive</li> <li>• Consistent</li> <li>• Maintained</li> </ul>	<ul style="list-style-type: none"> <li>➤ Combat</li> <li>➤ Illusion</li> <li>➤ Listen</li> <li>➤ Eye contact</li> <li>➤ Control</li> <li>➤ Distance</li> <li>➤ Rection</li> <li>➤ Timing</li> </ul>	<p><b>Teacher</b> <b>Performance</b> <b>assessment of a</b> <b>stage combat</b> <b>sequence</b> <b>performance.</b> (Summative)</p>



8	Knowledge	Tier 2 Vocabulary	Skills	Assessment
<p><b>Summer 1</b> <i>Performing Texts</i> (Scripts)</p> <p><b>The Aim:</b> To be introduced to a range of different plays and elements of performance.</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<ul style="list-style-type: none"> <li>➤ Status</li> <li>➤ Proxemics</li> <li>➤ Actioning</li> <li>➤ Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teacher Performance assessment.</b> (Summative)</li> </ul>
<p><b>Summer 2</b> <i>Missing Dan Nolan</i> (scripts)</p> <p><b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<ul style="list-style-type: none"> <li>• <b>Student Written assessment.</b> (Summative)</li> </ul>



9	Knowledge	Tier 2 Vocabulary	Skills	Assessment
<p><b>Autumn 1</b> <i>Physical Theatre</i> (skill) <b>The Aim:</b> To create, rehearse and refine a piece of physical theatre which is clearly influenced by the work of a specific company.</p>	<p>Students will develop their Theatre Practitioner and Theatre company knowledge throughout this topic.</p>	<ul style="list-style-type: none"> <li>• Non-Naturalistic</li> <li>• Dynamic</li> <li>• Enhanced</li> <li>• Synchronised</li> <li>• Fluidity</li> <li>• Heightened</li> <li>• Physicality</li> <li>• Innovative</li> </ul>	<ul style="list-style-type: none"> <li>➤ Movement sequences</li> <li>➤ Broken sequence</li> <li>➤ Proxemics</li> <li>➤ Synchronicity</li> <li>➤ Rhythm</li> <li>➤ Characterisation</li> <li>➤ Canon</li> <li>➤ Choral</li> </ul>	<p><b>Teacher Performance assessment.</b> (Summative)</p>
<p><b>Autumn 2</b> <i>Practitioners</i> (skill) <b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p><b>Student Performance and Contribution self assessment</b> (Formative)</p>
<p><b>Spring 1</b> <i>Theatre Critics</i> (Written) <b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p><b>Teacher Written assessment</b> (Formative)</p>
<p><b>Spring 2</b> <i>Performing Godber</i> (script) <b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p><b>Teacher Performance assessment</b> (Summative)</p>
<p><b>Summer 1</b> <i>Noughts &amp; Crosses</i> (Script) <b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p><b>Student Written assessment</b> (Formative)</p>
<p><b>Summer 2</b> <i>Noughts &amp; Crosses</i> (Script &amp; design) <b>The Aim:</b></p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p>*Currently writing this sow*</p>	<p><b>Student Written assessment</b> (Summative)</p>