Drama KS3 Curriculum 2024-2025

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|  | Year 7 (**1 lesson a Week)** | | | Year 8 (**1 lesson per 2 weeks)** | | | Year 9 (**1 lesson per 2 weeks)** | | |
|  | Knowledge and skills | Enrichment | Cross- Curricular | Knowledge and skills | Enrichment | Cross- Curricular | Knowledge and skills | Enrichment | Cross- Curricular |
| Cycle 1 | ***Showcasing successful Silent Movie strategies***  Developing key performance skills through silent movies – Facial expression, body language, movement and mime.  **Assessment:**  Mid Cycle: Silent Movie Showcase  ***Pantomime***  In this topic the students will learn about the key features of a pantomime, stock characters and the traditions of pantomime. They will continue the development of their performance skills, with particular focus on voice.  **Assessment:**  End of Cycle: Pantomime Scripted Assessment: The students will perform a stock character from a panto.  **Careers:** Actor/ Actress, Silent Movie Writer, Playwright, , Historian, Historian, Leadership, Teaching, Pantomime Director, Pantomime Producer. | Drama club  KS3 Christmas Service  Shakespeare School’s Festival  Academy MusicaL | **Music:** Using Music in performance.  **Film:** History of films  **English:** Shakespeare stories: | ***Melodrama***  To understand the key conventions and skills required to perform a melodrama. The students will have learnt skills through the pantomime unit in Year 7, that greatly link to melodrama.  **Assessment:**  End of Cycle: Students will devise their own Melodrama performance using the stereotypical characters presented in a melodrama.  **Careers:** Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, Live Theatre Review Author. | Industry talks and ‘Spill the Tea’ career podcasts.  Drama Club  KS3 Christmas Service  Shakespeare’s School’s Festival  Academy Musical | **Film:** Melodrama analysis  **History:**  Historical research of Melodrama.  **English:** Script work | ***Verbatim and Documentary Theatre***  Emotionally engaging an audience by responding to a factual event as a form of stimulus.  **Assessment:**  Final: Verbatim Showcase  **Careers:** Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer,Videographer, Screenplay Writer, | Drama Club  Fundraising for Breck’s charity.  Shakespeare School’s Festival  KS3 Christmas Service  Academy Musical |  |
| Cycle 2 | ***Styles of Theatre***  Applying key performance skills to explore a variety of different theatre styles.  **Mid Cycle: Assessment:**  To create a performance of a well-known fairy-tale in their own unique style of theatre.  **Careers:** Presenter, Storyteller, Author, Playwright, Performer, Theatre Manager, Pantomime Director, Pantomime Producer, Audience interaction Officer, Film Composer, Music critic.  ***Shakespeare***  To understand to key features of a Shakespeare play. The students will be applying a variety of performance skills and will interpret different scripts.  **End of Cycle Assessment:**  Students will perform a script from Macbeth or Romeo and Juliet | Drama Club  Whole Academy Musical | **English:** Shakespeare:  **History:** History of Theatre styles. | **Freedom of Speech**  ***Using the power of performance to voice the importance of freedom of speech***  Students explore basic Brechtian techniques to educate audiences on a topic of their choice, showcasing the power of freedom of speech.  **Assessment:**  Final: Freedom of speech performance  **Careers:** Public Speaker, Politician, Lawyer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer, | Keyboard Club  ‘One Body’ Choir  Rock Band Club  Drama Club  Whole Academy Musical | **Art:** Films and Festivals | ***Blood Brothers***  The students will explore the GCSE text Blood Brothers. They will begin to understand the key themes and characters, create devised and scripted performances, and design set and costumes.  **Assessment:**  Final: Blood Brothers performance  **Careers:** Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer. | Whole Academy Musical | **Art:** Set and Costume Design  **English**: Analysing themes of a play. |
| Cycle 3 | ***Ernie’s Incredible Illucinations***  Using a script as a stimulus for a scheme of work. Students will explore a range of characters and devise a variety of scenes both with and without scripts.  **End of Cycle Assessment**  Final: Scripted Performance  **Careers:** Author, Playwright, Performer, Director, Producer, Audience interaction Officer. | Drama Club |  | ***How long is forever?***  Exploring Stephanie Pearce’s play text ‘How long is forever’ to raise awareness of online safety and the dangers of social media.  **Assessment:**  Final: Performance or design presentation  **Careers:** Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Stage Manager, Director and Producer. | Drama Club |  | ***Building blocks of Devising***  Exploring the key devising skills required to respond to a stimulus in Drama. Students will devise and create their own performance.  **Assessment:**  Final: Performance **Careers:** Set Designer, Lighting Designer, Costume Designer, Playwright, Dramaturg, Theatre Practitioner, Music Engineer, Stage Manager, Director and Producer. | Year 9 GCSE Drama Club  Drama Club |  |