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 FestivalAcademy 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 ClubKS3 Christmas ServiceShakespeare’s School’s FestivalAcademy 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 ClubFundraising for Breck’s charity.Shakespeare School’s FestivalKS3 Christmas ServiceAcademy 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’ ChoirRock Band ClubDrama 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 ClubDrama Club  |  |