

Drama – KS3 Curriculum Summary (2023-2024)



Autumn 1 Drama Skills	Autumn 2 Issue Based Drama	Spring 1 Theatre History	Spring 2 Script	Summer 1 Devising	Summer 2 Shakespeare
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Over the three-year curriculum students focus on 6 key areas of Drama – Skills and Techniques, T.I.E (issue-based theatre), Theatre History, Script Work, Devising and Shakespeare. The skills they learn will be repeated and developed in each new unit. The devising unit acts as the end of year test, giving students the opportunity to utilise any techniques they have learned. As they move from Year 7 to Year 8, students begin to expand their theatre knowledge by starting to consider and explore theatre styles and conventions which lead into practitioners in Year 9.

Year 7	<p>Murder Mystery An introduction to some basic performance techniques.</p> <p>Skills Still image, thought-track, mime, hot-seating, improvisation, audience awareness.</p> <p>PD Link Collaboration and team building.</p>	<p>Spears Sports Students use the drama devises from unit 1 to explore a social issue – Theatre In Education.</p> <p>Skills Split-scene, different types of improvisation (spontaneous, whole group, prepared).</p> <p>PD Link Environment and workers’ rights.</p>	<p>Greek Theatre (Antigone) Students explore where many theatre conventions and stories originate.</p> <p>Skills Chorus, staging, masks.</p> <p>PD Link Family conflict, rule of law, injustice.</p>	<p>The Perfectly Timed Death of an Imaginary Friend Students learn how to use techniques to explore a script.</p> <p>Skills Characterisation, interpretation.</p> <p>PD Link Transitions, family relationships, coming of age.</p>	<p>Devised Theatre Students explore what devising is and use the techniques from previous units to respond to a stimulus.</p> <p>Skills Devising, structure, responding to a stimulus, rehearsal.</p> <p>PD Link Global issues, inclusivity, equality, diversity.</p>	<p>A Midsummer Night’s Dream Students explore the language of Shakespeare in performance.</p> <p>Skills Conventions, transformation, plot.</p> <p>PD Link Marriage, relationships.</p>
Year 8	<p>Wreck of the Mignonette Students explore character and naturalism.</p> <p>Skills Naturalism, motivation, characterisation.</p> <p>PD Link Crime and punishment, justice.</p>	<p>Jo Students explore non-naturalistic techniques in contrast to naturalism.</p> <p>Skills Abstract movement, flashback, physical theatre.</p> <p>PD Link Mental health.</p>	<p>Sweeney Todd Students explore the conventions of melodrama and consider if it is influenced by naturalism or non-naturalism.</p> <p>Skills Stock characters, conventions, dramatic irony, voice.</p> <p>PD Link Crime and punishment, the rule of law.</p>	<p>Roald Dahl Students develop their knowledge of interpreting a script by considering some more surreal characters influenced by melodrama.</p> <p>Skills Characterisation, movement, voice.</p> <p>PD Link Social class, families, moral code.</p>	<p>Devised Theatre Students respond to a stimulus considering their performance style and how to utilise new techniques.</p> <p>Skills Devising, style, costume.</p> <p>PD Link Dependant on chosen stimulus – link to current social issue.</p>	<p>Comedy of Errors Students explore how comedy is created through language and performance.</p> <p>Skills Comedy, mirroring, conventions, characterisation.</p> <p>PD Link Sibling relationships, conflict.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9</p>	<p>Monologues Students are challenged to apply performance techniques to monologues and write their own monologues.</p> <p>Skills Script writing, creation of a character, vocal and physical skills.</p> <p>PD Link Drink driving through example monologue from Too Much Punch for Judy.</p>	<p>Non-Naturalism Students explore non-naturalistic techniques to communicate meaning and focus on key practitioners (Frantic Assembly & DV8).</p> <p>Skills Abstract movement, physical theatre, ensemble.</p> <p>PD Link Toxic masculinity, identity.</p>	<p>Musical Theatre Students explore the genre of musical theatre through a chosen musical. Consideration of how to use drama techniques within this style and how it has been influenced by melodrama. Consideration of structure.</p> <p>Skills Song, narration, conventions, stage business, chorus.</p> <p>PD Link Dependant on chosen musical – examples are family, good overcoming evil, personal triumph.</p>	<p>Face Students use existing knowledge to explore the script with a focus on the structure which includes a number of flashbacks and multiple versions of one character.</p> <p>Skills Structure, characterisation, narration, cross-cutting.</p> <p>PD Link Influence of drugs, peer pressure, identity, resilience.</p>	<p>Devised Theatre Students respond to a stimulus considering their performance style and how to utilise new techniques.</p> <p>Skills Devising, style, staging.</p> <p>PD Link Dependant on chosen stimulus – link to current social issue.</p>	<p>The Merchant of Venice Students explore the contextual relevance of Shakespeare when it was written and to a contemporary audience.</p> <p>Skills Themes, plot, feminism.</p> <p>PD Link Patriarchal society, prejudice.</p>
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