

# Performing Arts **KS3 Drama Curriculum Plan (2025-)**

## Year 7 Drama

Autumn

Spring

Summer



<b>Key Skills:</b> <b>Establishing Conventions</b>	<b>Script:</b> <b><i>Ernie's Incredible Illucinations</i></b>	<b>Key Skills:</b> <b>Theatre Through the Ages</b>
<ul style="list-style-type: none"><li>• Activities to establish positive relationships and confidence</li><li>• Introducing and applying key drama conventions</li><li>• Developing characterisation</li><li>• Giving feedback to others</li></ul>	<ul style="list-style-type: none"><li>• Exploring a script and taking it from page to stage</li><li>• Voice skills, warm-ups and dynamics</li><li>• Movement and physical theatre</li><li>• Stage types and blocking a scene</li><li>• Directing others</li><li>• Purpose of sound and lighting</li><li>• Peer and self-evaluation</li></ul>	<ul style="list-style-type: none"><li>• Exploring Greek, Medieval, Commedia dell'arte, Melodrama and Theatre of the Oppressed</li><li>• How have these styles influenced modern theatre?</li><li>• Devising in a given style</li><li>• Decoding historical scripts</li><li>• Sound and lighting techniques</li><li>• Reviewing live theatre using PEA</li></ul>
<p><i>Assessment:</i></p> <ul style="list-style-type: none"><li>• Writing in role monologue (creating)</li><li>• Devised performance (performing)</li></ul>	<p><i>Assessment:</i></p> <ul style="list-style-type: none"><li>• Script performance (performing)</li><li>• Written self-evaluation (evaluating)</li></ul>	<p><i>Assessment:</i></p> <ul style="list-style-type: none"><li>• Medieval theatre performance (creating/performing)</li><li>• Live theatre review (evaluating)</li></ul>

# Year 8 Drama

Autumn

Spring

Summer



<p><b>Key Skills:</b> <b>Theatre through the Ages*</b></p>	<p><b>Script:</b> <b>Getting to grips with Shakespeare</b></p>	<p><b>Key Skills:</b> <b>Key Practitioners</b></p>
<ul style="list-style-type: none"> <li>• Exploring Greek, Medieval, Commedia dell'arte, Melodrama and Theatre of the Oppressed</li> <li>• How have these styles influenced modern theatre?</li> <li>• Devising in a given style</li> <li>• Decoding historical scripts</li> <li>• Sound and lighting techniques</li> <li>• Reviewing live theatre using PEA</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Shakespearian language &amp; Elizabethan theatre</li> <li>• Developing vocal skills: dynamics and emotion</li> <li>• Gesture and body language to create character</li> <li>• Levels and proxemic in performance</li> <li>• Learning lines</li> <li>• Directing others</li> </ul>	<ul style="list-style-type: none"> <li>• Styles and techniques of Stanislavski, Brecht, Berkoff, Rice and Artaud</li> <li>• Social context of practitioners</li> <li>• Devising in a given style</li> <li>• Peer-assessment</li> </ul>
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Medieval theatre performance (creating/performing)</li> <li>• Live theatre review (evaluating)</li> </ul>	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Written self-evaluation (evaluating)</li> <li>• Script performance (performing)</li> </ul>	<p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Extended staging question (creating)</li> <li>• Devised performance (creating/performing)</li> </ul>

\*moving to Y7 from Summer 2025, replaced with Devising from Poems.

# Year 9 Drama

Autumn

Spring

Summer

## Key Skills: Physical Theatre

- Study of Frantic Assemble's *The Curious Incident of the Dog in the Nighttime*
- Application, development and purpose of warmups
- Developing trust
- Text to performance
- Health & safety and risk assessment
- Sound and lighting design
- Lifts and flying techniques

### Assessment:

- Medieval theatre performance (creating/performing)
- Live theatre review (evaluating)

## Script: KS4 extracts

- Exploring a range of GCSE set scripts
- Rehearsal methods
- Revision techniques, annotation and line learning
- Character analysis and exam-style responses
- 'Poor theatre' and 'in yer face theatre'
- Sound and lighting design

### Assessment:

- GCSE style character questions (creating)
- Scripted performance (performing)

## Devising: Verbatim Theatre

- Exploring Mark Wheeler's script *I Love You Mum I Promise I Won't Die*
- Devising using Verbatim interviews
- Exploration of social issues (including drug misuse) on the wider community
- Theatre as education
- Character analysis
- Voice development
- Sound and lighting design

### Assessment:

- Verbatim script (creating)
- Devised performance (creating/performing)