

KS3 Drama Curriculum Coverage



Year 8

| Sequenced | Greek Theatre | The Hunger Games | Live Theatre | Performance |
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| Key Knowledge | To know: <ul style="list-style-type: none"> The key rules of rehearsal The key rules of performance How to memorise a script Rehearsal and responsibility Performance – use of vocal skills, movement, development and realisation of ideas. Team work | To know: <ul style="list-style-type: none"> What are the key vocal skills? What are the key movement skills? What are the key rehearsal skills? How do you apply drama techniques? How to apply emotion in performances. | To know: <ul style="list-style-type: none"> What does a professional actor communicate to an audience using acting skills? What causes the dramatic tension between Antigone and Creon? Who is Sophocles? <p><i>The students' knowledge and skills of analysing Live Theatre is built by using more challenging texts appropriate to their age. In Year 8 students will watch Antigone by Sophocles as, historically, it is a play originally performed at the birthplace of Theatre; Festival Dionysia, 441 BC.</i></p> | To know: <ul style="list-style-type: none"> What is characterisation? What is multi-rolling? How to play contrasting characters. What are vocal skills? To be able to memorise a script |
| Key Skills | To be able to: <ul style="list-style-type: none"> Rehearsal - Reflect on this at all times to ensure an effective and successful performance is produced. Performance - Perform a scene from 'Antigone' to an audience of peers without the use of a script. Memory - Apply techniques to learning lines during rehearsal and for home learning. Vocal - Apply the skills of Pace, Pause, Choral & Status within a performance of a Greek Chorus to an audience. Movement - Apply the skills of Body Language, Synchronisation, Levels & Caricature within a performance of a Greek Chorus to an audience. | To be able to: <ul style="list-style-type: none"> Rehearsal - Apply the skills of Research, Responsibilities, Technical, Professionalism Apply vocal skills in performing interpretation sections of 'The Hunger Games' Apply the skills of positioning, body posture, facial expression and gestures within a performance of 'The Hunger Games' to an audience. Apply the skills of Blocking, Group Work, Discipline and Learning Lines. | To be able to: <ul style="list-style-type: none"> Live Theatre - Evaluate an actor's performance skills after watching 'Antigone' at the National Theatre Live Theatre - Analyse what the actor's performance skills communicated to an audience after watching Antigone at the National Theatre. Sophocles - Explain Sophocles' role as a playwright during the birth of Theatre at the Festival Dionysia. Antigone and Creon - Explain causes of conflict. The characters' different motivations; Creon's focus on human law & order conflicts with Antigone's focus on the Gods' loyalty & justice. Apply this knowledge in a performance of 'Antigone' Interpretation - Contrast the directorial choices used in the National Theatre's production of Antigone with Sophocles' original intentions to understand the concept of modern interpretation. | To be able to: <ul style="list-style-type: none"> Characterisation - Apply previous knowledge of vocal & movement acting skills when performing in both 'Greek Theatre and 'Darkwood Manor' scenes. To be able to apply their knowledge of staging to assist them when using the stage are in their performances. To memorise a script and perform without it To use improvisation and creative skills to adapt own interpretation of scenes To use rehearsal technique strategies to assist with building knowledge on characters |
| | Tier 3 key vocabulary | Tier 3 key vocabulary | Tier 3 key vocabulary | Tier 3 key vocabulary |
| Subject specific | Performance, audience, vocal skills, movement, body language, development & realisation of Ideas | Pace, pause, choral, status, projection, pitch, tone, volume, body language, synchronisation, levels, caricature, research, responsibilities, technical, professionalism | Live Theatre, Interpretation, Evaluation & Analysis, '...Communicate to an audience' | Dramatic tension, character profile, role on the wall, improvisation, motivation, scripted theatre. |