KS3 Drama Curriculum Coverage: 2022 – 2023

Year 8

Sequenced	Baseline Assessment	The Bard!	Live Theatre	Antigone
Key Knowledge	**To know:** ● The key rules of rehearsal ● The key rules of performance ● How to memorise a script ● **Rehearsal** - Responsibility ● **Performance** - Voice & Listening, Movement, Body & Space, Development and Realisation of Ideas ● **Memory -** Rewrite *The knowledge and skills of the students during the 2-week baseline assessment period are built using more challenging texts appropriate to their age. In Year 8 students will perform The Terrible Fate of Humpty Dumpty by David Calcutt as this is a TIE, ethical piece centred around the theme of 'Bullying'.*	**To know:** ● What are the key vocal skills? ● What are the key movement skills? ● What are the key rehearsal skills?	**To know:** ● What does a professional actor communicate to an audience using acting skills? ● Who is Sophocles? ● What is Interpretation in Theatre? *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.*	**To know:** ● What causes the dramatic tension between Antigone and Creon? ● What are the 3 key characterisation techniques? ● What role does hot seating have to play in developing a characterisation?
Key Skills	**To be able to:** ● **Rehearsal** - Reflect on this at all times to ensure an effective and successful performance is produced ● **Performance** - Perform a scene from 'The Terrible Fate of Humpty Dumpty' to an audience of peers without the use of a script ● **Memory** - Apply techniques to learning lines during rehearsal and for home learning	**To be able to:** ● **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 ● **Rehearsal** - Apply the skills of Research, Responsibilities, Technical, Professionalism	**To be able to:** ● **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's role as a playwright during the birth of Theatre at the Festival Dionysia ● **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:** ● **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' ● **Techniques** - Formulate questions of their character and create answers using the techniques Character Profile, Role on the Wall & Hot seating ● **Hot seating** - Apply the technique of hot seating to create their interpretation of their chosen character through improvisation
	Tier 3 key vocabulary	**Tier 3 key vocabulary**	**Tier 3 key vocabulary**	**Tier 3 key vocabulary**
Subject specific	performance, audience, voice & listening, movement body & space, development & realisation of ideas	pace, pause, choral, status, 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, hots eating, improvisation, motivation, scripted theatre.