

CURRICULUM OVERVIEW **KS3 DRAMA**

Purpose of the Curriculum

Drama is an important component in educating a well rounded child, giving essential opportunities for growth and challenge beyond the mere subject content.

All children have the right to express themselves and a need for play - Drama maximises these natural factors in a safe, encouraging environment. The future of the children we are educating now is uncertain and challenging. The greatest skill we can give them is to be able to harness their own creativity and communicate this with others. Drama is pivotal in this whilst also helping pupils to improve peer relationships and confidence in the new setting of high school. All of this is in addition to giving them the tools they need to continue to enjoy, through participation or appreciation, their rich Dramatic heritage throughout the rest of their lives.

Life without art is just existing.

KEY LEARNING OBJECTIVES

The various SOW in Year 7 will enable pupils to have a good grasp of the building blocks of creating, understanding and performing Drama:

- Basic performance skills
- Script work
- Story, character and plot development
- Stage types and theatre conventions
- Physical theatre
- Creating their own work through combining skills learnt

Pupils will then stretch this learning through more challenging projects in Year 8:

- Docu-Drama (including understanding the work of key works in this genre and creating their own pieces)
- Script work

Homework set will consist of consolidating subject specific concepts and vocabulary, lines learning to assist in memory recall and research to develop 'real-world' application of Art.

English National Curriculum links:

Spoken language - Developing confidence, developing collaborative discussion skills
Reading & Writing - Writing imaginatively, increasing vocabulary (especially subject specific), developing conscious choices in language used, reading variety of plays, studying setting, plot, and characterisation, and the effects of these.

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KEY CONCEPTS

Drama develops, encourages and refines:

- Creativity in problem solving
- Challenging pupils' perceptions
- Experiencing empathy and tolerance
- Communication and speaking publicly
- Positive, confident self image
- Self-control and discipline
- Collaboration with mixed/same ability peers
- Team-orientated working to a tight deadline
- Evaluative, refinement and development skills
- Conventions within this Art form

How will this be assessed?

- Using a baseline assessment to ensure support is given to those who need it
- All SOW have an end of unit assessment with specific objectives where they receive a PRAG rating for their achievement. This will enable pupils to have a basic understanding of the art form to either enhance their future lives or take forwards into GCSE.

SEQUENCE OF LEARNING

Key Objectives will be learnt in the order stated in order to build confidence and collaborative skills. For example, the 'Basic performance skill' unit comes first as it has a lot of mime in it and individual and partner work to enable those pupils who are less confident in their new setting to ease into performing before their new classmates. This means they have access to early success which means they are then more likely to want to participate in tasks which may have seemed overwhelming had they been first, like performing a monologue they have written themselves or working within a large group.

Towards the end of Year 7, the tasks build in size and complexity, allowing pupils to combine skills from different units of work. This work is scaffolded for less able pupils but gives a good level of challenge for those most able to create sustained and interesting work.

Moving into Year 8 gives pupils the opportunity to take these concepts and stretch them further and into different genres, examining the way in which adaptations are made and some 'rules' can be broken making for more elaborate pieces of work. The topics chosen for Year 8 are specifically designed to retain the interest of those pupils who will not be choosing to further their Drama education into GCSE so that all pupils still gain the transferable skills the curriculum offers.

In this way the units of work build on each other, ensuring a clear line of development through skills attainment.