



### Overview plans for academic year 2024-2025

**Subject:** Drama **Year group/cohort:** KS3

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject specific literacy	Cross curricular links
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC
<b>Autumn Term 1</b>	Understand the basic elements of Drama: Understanding plot structure, character development, setting, dialogue, movement, and gesture.	<u>Unit 1 – Introduction to Drama</u>	<p>Developing concentration, communication and collaboration.</p> <p>Exploring theme through role play.</p> <p>Learning and practicing fundamental acting skills such as voice control, facial expressions, and body language.</p> <p>Developing teamwork and communication skills by working in groups on short scenes or improvisations.</p> <p>Engaging in spontaneous performance activities to enhance creativity and quick thinking.</p> <p>Reflecting on practice.</p>	<p>Using a range of dramatic conventions to convey meaning.</p> <p>Applying dramatic skills to improvisation work.</p> <p>Learning about the origins of drama from ancient Greece to modern theatre, and its role in society.</p> <p>Familiarization with essential terms used in drama.</p> <p>Giving and receiving feedback.</p> <p>Building self-confidence and presence on stage through regular performance practice.</p>	<p><u>Unit Award Scheme</u></p> <p><b>Introduction to Drama Techniques (Unit Code: 114900):</b> Covers basic drama techniques and conventions suitable for KS3 students.</p> <p><b>Basic Performance Skills (Unit Code: 114901):</b> Focuses on fundamental acting skills, including voice control, body language, and basic emotional expression.</p> <p><b>Exploring Improvisation in Drama (Unit Code: 114902):</b> Engages students in improvisational activities to enhance creativity and quick thinking.</p>	<p>Focus, Conventions, Imagination, Theme, Exploration, Control, Improvisation, Concentration, Still image, Hot seating, Body language, Facial expression, Voice, Pace, Accent, Tone, Actor, script, stage, dialogue, monologue, improvisation, role-play, scene, cue.</p>	<p><b>English</b> – Script reading and writing, storytelling.</p> <p><b>PSHE</b> – Social and emotional literacy.</p> <p><b>HISTORY</b> - Understanding the evolution of drama.</p> <p><b>PERSONAL DEVELOPMENT</b> – Improvisation: Enhances quick thinking, adaptability, and creative problem-solving skills.</p>

	<p>Understanding what immersive theatre is and how it differs from traditional theatre.</p>	<p><b><u>Unit 1.2 – Spooky Season/Immersive Theatre</u></b></p>	<p>Learning techniques for engaging the audience directly.</p> <p>History and application of special effects to enhance the theatrical experience.</p> <p>Developing Techniques for building suspense and creating a spooky atmosphere in a performance.</p>	<p>Creating and sustaining believable characters in an immersive setting.</p> <p>Using lighting, sound, and props to create special effects and enhance storytelling.</p> <p>Working with peers to design and implement special effects.</p> <p>Addressing and resolving technical challenges in real-time.</p>	<p><b>Introduction to Special Effects in Drama (Unit Code: 117100):</b> Covers basic special effects in drama, such as simple lighting and sound techniques.</p> <p><b>Creating Suspense in Performance (Unit Code: 117101):</b> Focuses on techniques for building suspense and creating a spooky atmosphere in performances.</p> <p><b>Basic Immersive Theatre Techniques (Unit Code: 117102):</b> Explores introductory principles and practices of immersive theatre, including simple audience interaction.</p> <p>(Costume /Make up Design may be secondary option for reluctant learners)</p>	<p>Immersive theatre, special effects, atmosphere, tension, soundscape, lighting, props, set design.</p>	<p><b>HISTORY -</b> Understanding the history of immersive theatre.</p> <p><b>SCIENCE -</b> Understanding the technology behind special effects.</p> <p><b>ART -</b> Designing sets, props, and costumes.</p> <p><b>PERSONAL DEVELOPMENT -</b> Character Study: Encourages self-reflection and a deeper understanding of human behaviour and motivation.</p>
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<p><b>Autumn Term 2</b></p>	<p>Learning about the origins and evolution of pantomime as a theatrical genre.</p> <p>Understanding the elements that define pantomime, including slapstick, audience participation, and exaggerated characters.</p> <p>Exploring the role of pantomime in cultural celebrations and community engagement.</p>	<p><b>Unit 2 - Pantomime</b></p>	<p>Practicing slapstick and other physical comedy techniques.</p> <p>Learning to engage and interact with the audience effectively.</p> <p>Developing exaggerated characters and performing with larger-than-life expressions and gestures.</p> <p>Incorporating songs and dances into the performance.</p>		<p><b>Unit Award Scheme</b></p> <p><b>Introduction to Pantomime (Unit Code: 119400):</b> Focuses on the basic features and performance skills required for pantomime, such as physical comedy and simple audience interaction.</p> <p><b>Basic History of Pantomime (Unit Code: 119401):</b> Involves studying the origins and simple evolution of pantomime.</p> <p><b>Developing Basic Pantomime Characters (Unit Code: 119402):</b> Emphasizes the creation and performance of basic exaggerated characters.</p>	<p>Pantomime, slapstick, dame, principal boy, audience participation, villain, hero, transformation scene.</p>	<p><b>MUSIC</b> - Incorporating musical numbers.</p> <p><b>DANCE</b> - Choreographing and performing dance routines.</p> <p><b>ART</b> - Designing sets, props, and costumes.</p> <p><b>PERSONAL DEVELOPMENT –</b> Role-play: Develops empathy by allowing students to experience different perspectives and emotions.</p>
<p><b>Spring Term 1</b></p>	<p>Understand how drama can explore theme and issue.</p> <p>Understand the steps required to devise drama to explore an idea.</p> <p>Understanding the rehearsal process.</p>	<p><b>Unit 3: Exploring Issue Based Plays or stories.</b></p>	<p>Working in a group.</p> <p>Devising or scriptwriting.</p> <p>Using performance techniques eg. Voice, body language and facial expression.</p> <p>Staging scenes that highlight specific issues and provoke thought and discussion.</p> <p>Evaluating performance/Giving positive feedback.</p>	<p>Identify and understand the social, political, and ethical issues addressed in plays.</p> <p>Learn about key playwrights who focus on issue-based drama and the historical context of their works.</p> <p>Explore how different techniques are used to convey themes and messages. Find solutions to issues in story.</p> <p>Analyzing and interpreting themes and messages in plays.</p>	<p><b>Unit Award Scheme</b></p> <p><b>Introduction to Themes in Drama (Unit Code: 117103):</b> Involves analyzing and interpreting basic themes and messages in issue-based plays.</p> <p><b>Role-Playing Simple Social Issues (Unit Code: 117104):</b> Focuses on developing empathy and understanding through simple role-play and character exploration.</p>	<p>Issue Theme Exploration Characterisation Hotseating Thought tunnel soundscape Reflect Resolution Monologue Thought tracking</p>	<p><b>PSHE</b> – Discussing moral and ethical implications.</p> <p><b>HISTORY</b> - Exploring social issues and their historical context.</p> <p><b>PERSONAL DEVELOPMENT</b> - Developing empathy and understanding.</p>

				<p>Developing empathy and understanding through role-play and character exploration.</p> <p>Engaging in discussions and debates on the issues presented in the plays.</p> <p>Reflect on experience.</p>	<p><b>Performing Basic Scenes with Social Messages (Unit Code: 117105):</b> Involves staging and performing simple scenes that highlight specific issues and provoke thought and discussion.</p>		
<p><b>Spring Term 2</b></p>	<p>Learning about the life of William Shakespeare and the Elizabethan era.</p> <p>Familiarity with key Shakespearean plays, their plots, characters, and themes.</p> <p>Understanding Shakespearean language, including iambic pentameter and rhetorical devices.</p>	<p><b><u>Unit 4: The Shakespeareance.</u></b></p>	<p>Analyzing Shakespearean texts for themes, characters, and literary devices.</p> <p>Practicing techniques for performing Shakespeare, including voice modulation and physicality.</p> <p>Exploring different interpretations and adaptations of Shakespeare's works.</p>	<p>Memorizing and reciting famous monologues and scenes.</p>	<p><b><u>Unit Award Scheme</u></b></p> <p><b>Understanding Basic Shakespearean Language (Unit Code: 119403):</b> Focuses on mastering simple Shakespearean language and literary techniques.</p> <p><b>Performing Simple Shakespeare Scenes (Unit Code: 119404):</b> Emphasizes developing basic techniques for performing Shakespearean works.</p> <p><b>Analyzing Basic Shakespearean Texts (Unit Code: 119405):</b> Involves conducting simple analysis of Shakespearean texts for themes, characters, and literary devices.</p>	<p>iambic pentameter, soliloquy, monologue, Elizabethan theatre, tragic hero, comedy, tragedy, history play.</p>	<p><b>ENGLISH</b> - Studying Shakespeare's works as part of the literary canon.</p> <p><b>HISTORY</b> - Understanding the historical context of the Elizabethan era.</p> <p><b>PERSONAL DEVELOPMENT – Performing Classic Texts:</b> Builds an understanding of literary and historical context, enhancing cultural literacy.</p>

<p><b>Summer Term 1</b></p>	<p>Understanding the different forms of bullying and its impact on individuals and communities.</p> <p>Exploring the story of Humpty Dumpty as a metaphor for bullying and its consequences.</p>	<p><b><u>Unit 5: Anti bullying Topic – The terrible fate of Humpty Dumpty.</u></b></p>	<p>Learning about empathy, kindness, and the importance of standing up against bullying.</p> <p>Engaging in role-plays to explore different perspectives on bullying.</p> <p>Creating and performing scenes that raise awareness about bullying and promote positive behaviour.</p>	<p>Writing scenes or monologues that reflect personal experiences and feelings about bullying.</p> <p>Participating in discussions and reflections on the impact of bullying and strategies for prevention.</p>	<p><b><u>Unit Award Scheme</u></b></p> <p><b>Exploring Bullying through Drama (Unit Code: 117106):</b> Focuses on understanding basic forms of bullying and its impact through drama.</p> <p><b>Creating Simple Anti-Bullying Scenes (Unit Code: 117107):</b> Involves writing and performing basic scenes that reflect personal experiences and feelings about bullying.</p> <p><b>Role-Playing for Basic Empathy (Unit Code: 117108):</b> Engages in simple role-plays to explore different perspectives on bullying and promote empathy.</p>	<p>Bullying, empathy, bystander, victim, perpetrator, resilience, kindness.</p>	<p><b>PSHE</b> - Anti-bullying strategies and emotional literacy.</p> <p><b>ENGLISH</b> - Creative writing and reflective essays.</p> <p><b>PERSONAL DEVELOPMENT</b> - Devising Theatre: Encourages innovation, leadership, and the ability to create original content collaboratively.</p>
<p><b>Summer Term 2</b></p>	<p>Understanding the importance of collaboration and teamwork in a group performance.</p> <p>Learning about the different roles in a production, including actors, directors, and technicians.</p> <p>Understanding the stages of rehearsing a performance from initial read-through to final run-through.</p>	<p><b><u>Unit 6: Performing a role in a group performance piece.</u></b></p>	<p>Rehearsing, staging and performing a play or extract for an audience.</p> <p>Watching a live/ virtually live performance.</p> <p>Developing a deep understanding of the character being portrayed.</p> <p>Learning about the technical aspects of a performance, including lighting, sound, and stage management.</p>	<p>Working effectively as part of a team to create a cohesive performance.</p> <p>Using verbal and non-verbal communication to convey meaning and emotion.</p> <p>Celebrating success</p> <p>Presenting skills</p>	<p><b><u>Unit Award Scheme</u></b></p> <p><b>Basic Collaborative Performance (Unit Code: 117109):</b> Focuses on working effectively as part of a team to create a basic cohesive performance.</p> <p><b>Developing Simple Character in a Group Setting (Unit Code: 117110):</b> Emphasizes basic character development within the context of a group performance.</p>	<p>Rehearsal Staging Extract Stage directions Marking out Upstage Downstage Stage left Stage right Off text rehearsal Proxemics Subtext</p>	<p><b>CAREERS</b> - Understanding the technical aspects of theatre production.</p> <p><b>PERSONAL DEVELOPMENT</b> - Developing leadership and organizational skills.</p> <p>Voice Work: Improves vocal projection, clarity, and articulation, important for effective communication.</p>

					<p><b>Technical Aspects of Basic Group Performances (Unit Code: 117111):</b> Involves mastering the basic technical aspects of a group performance, including simple lighting, sound, and stage management.</p> <p>Opportunity for any Gifted and Talented students sit an externally assessed Lamda Qualification.</p>		<p>Directing: Cultivates leadership, decision-making, and the ability to visualize and bring a concept to life.</p>
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**Subject Information including exam board details:**

**Rationale** –The Key Stage 3 Drama curriculum aims to foster creativity, collaboration, and communication among students, developing essential artistic, social, and emotional competencies. It enhances communication skills through articulation and active listening, promotes creativity and imagination via improvisation and scriptwriting, and nurtures empathy and emotional intelligence by exploring diverse perspectives. Drama encourages teamwork, as students share ideas and support one another, building confidence and self-esteem through performance. Additionally, it broadens cultural awareness and appreciation by exposing students to diverse dramatic traditions and texts, preparing them for personal growth and future success. For mixed KS4 classes there will be a carousel of topics every two years to avoid repetition.

**Careers linked to this subject area:**

- Actor/Actress: Linked Subjects - Performing Arts, English, Media Studies
- Director (Theatre, Film, Television): Linked Subjects - Media Studies, English, Performing Arts
- Playwright/Screenwriter: Linked Subjects - English, Creative Writing, Literature
- Drama Teacher: Linked Subjects - Education, Performing Arts, English
- Stage Manager: Linked Subjects - Theatre Production, Performing Arts, Business Studies
- Set Designer: Linked Subjects - Art and Design, Theatre Production, Architecture
- Costume Designer: Linked Subjects - Textiles, Art and Design, Theatre Production
- Lighting Technician: Linked Subjects - Physics, Theatre Production, Media Studies
- Sound Technician: Linked Subjects - Music Technology, Physics, Media Studies
- Drama therapist: Linked Subjects - Psychology, Health and Social Care, Performing Arts
- Producer (Theatre, Film, Television): Linked Subjects - Business Studies, Media Studies, Performing Arts
- Choreographer: Linked Subjects - Dance, Physical Education, Performing Arts
- Casting Director: Linked Subjects - Media Studies, Performing Arts, Business Studies
- Talent Agent: Linked Subjects - Business Studies, Performing Arts, Law
- Arts Administrator: Linked Subjects - Business Studies, Performing Arts, Public Relations
- Film/Television Critic: Linked Subjects - Journalism, English, Media Studies

**Enrichment Opportunities:** Theatre trips to local theatres, visiting artist workshops/speakers, careers events within industry e.g. BBC Media city, Liverpool theatres.