

		Year 7	Year 8	Year 9
Autumn 1/Spring 2	Content (Why)	Develop understanding of the Elements of Drama through practical exploration and performance. Pupils will develop their knowledge of key dramatic elements and apply them to the creation and performance of <i>Willy Wonka</i> , building confidence in using drama techniques to communicate character, atmosphere and meaning.	Develop performance and devising skills through physical theatre looking at the practitioner of Frantic Assembly , Pupils will develop scenes and ideas collaboratively, applying a range of Drama techniques to communicate ideas and sustain audience engagement.	Develop performance work by looking at devising drama. Pupils will learn to collaborate in new ways and apply a range of techniques to bring about ideas for an audience.
	Content (What)	This unit establishes and strengthens the fundamental knowledge and practical skills needed for successful Drama performance. Pupils will learn how individual dramatic elements can be combined deliberately to create engaging performances, preparing them for more sophisticated devising and scripted work.	This unit develops pupils' ability to gain an understanding of how storytelling is used through the body and movement through the technique of physical Theatre.	This unit develops the practical skills required to work effectively within a Drama ensemble. Pupils will gain an understanding of creating abstract pieces of theatre through the style of Bertolt Brecht. Developing the confidence and communication skills needed to support successful group performance.
	Acquire (Knowledge)	• The elements of drama shape how meaning is communicated, with pupils developing understanding of character, role, relationships, space, tension, mood, pace, movement, voice and focus. • Drama techniques can be used deliberately to influence an audience, with pupils understanding how techniques such as narration, still image, thought tracking, hot seating, freeze frames can develop performance work. • Effective performance requires purposeful creative choices, with pupils understanding how dramatic elements and techniques can be combined to establish character, atmosphere, tension	• Drama techniques can change a performance by adding in elements of movement, with pupils learning how to generate ideas, establish characters and relationships through the following techniques Physicality, Body as Prop, Mime, Still Image, Essence Machine, Physical Theatre, Exaggeration, Slow Motion, Tempo, Spontaneous, Frantic Assembly, Rhythm, Stage Combat, Victim Control, Reverse Energy • Effective devised performance requires collaboration and refinement, with pupils understanding how rehearsal, feedback and	• Drama skills to develop performance work, Students will show how to devise their own piece of theatre using specific styles and techniques linked to the practitioner. Using drama techniques of Devising, Stimulus, Abstract, Gestus, 4th wall, Audience Address, Didactic, Alienation. • Effective devised performance requires collaboration and refinement, with pupils understanding how rehearsal, feedback and evaluation can improve the clarity and impact of a performance.

Werneth Drama Curriculum KS3

		and narrative.	evaluation can improve the clarity and impact of a performance.	
	Apply (Skills)	Use the elements of drama and a range of practical techniques to develop and perform scenes and themes from <i>Willy Wonkas</i> . Make deliberate vocal, physical and staging choices to communicate character, atmosphere and narrative, collaborating effectively with others and evaluating performance choices to refine and improve the final work.	How to use Gestures and Body Language to show non-verbal communication What is an ensemble and how can you show this effectively Use of strength, control and accuracy of body movements Accuracy of timings and pace - use of slow motion Exaggerated facial expressions and gestures Experimenting with different positioning of the body	Understanding some of the practitioner Bertolt Brecht and his theory of surrealism , Understanding the term stimulus and the different types, Understanding how to create theatre from a stimulus, Experimenting with ideas for creating theatre, Breaking the 4th wall to directly speak to the audience, How Gestus is used to present social issues, How to educate an audience through theatre, The idea of minimalist props, costume and set.
Autumn 2/Summer 1	Content (Why)	Explore the basic techniques required to bring a script to life to give them experience of what it is like to work in the industry. Students will explore the play 'Free' by David Grant.	Explore script work , developing pupils' understanding of how to sustain a character through bringing ideas and extracts of Matilda the Musical by Dennis Kelly to life.	Pupils will gain an understanding of Verbatim theatre and the dangers of online safety. Students will study Game Over by Mark Wheeler
	Content (What)	This unit develops pupils' understanding of how to block a play using stage positions, directions other techniques. Students will continue to develop techniques and skills from the Introduction to Drama.	This unit develops pupils' understanding of how song and lyrics narrate the story and how characterisation is used to engage an audience.	This unit develops pupils' ability to sustain an individual or paired performance and communicate meaning effectively to an audience. Exploring social issues provides opportunities to engage critically with different perspectives while developing pupils' confidence in interpreting and performing scripted material.
	Acquire (Knowledge)	• Status can begin to communicate through vocal and physical performance, including posture, gesture, movement, facial expression, proxemics,	• Characterisation requires thoughtful and respectful performance choices, with pupils understanding how voice, movement, facial expression,	• Social issues can provide powerful dramatic material, requiring performers to understand the context, viewpoints and themes within a script

Werneth Drama Curriculum KS3

		eye contact, pace, tone and use of space. Students will explore new drama techniques and apply them to performances. Role on the wall, Hot seating, Characterisation, Atmosphere, stage positions, blocking, stage directions.	relationships and interaction can communicate character without relying on stereotypes. They will also look at how Still Image, Transition, Mime, Thought Tracking, Characterisation, Sustaining a role, Physical Theatre, Choral Speech, Unison, Refrain, Antiphon, Duologue	through the use of Verbatim Theatre, Off Text Improvisation, Physical skills, Montage, Still Image, Physical Theatre, Slow Motion, Split Screen, Role on the Wall, Hot Seating, Conscience Corridor, Choral Speech, T.I.E (Theatre in Education) .
	Apply (Skills)	An overview of the storyline, character and themes of the play Knowledge of the working stage areas The format of a script including stage directions and positions Creating a unique role or character Understanding how stage positions are used to block a scene Understand how characters and themes are presented using status Exploring character relationships and proxemics How to follow stage directions and use audience address	How to achieve effective Still images and Mime to show the first day of school at Crunchem Hall How status is used through the 'little and big kids' How lyrics are used to give vital information to the audience. How to build and sustain a character and the importance of this Using techniques such as cannon, unison and antipon to develop choral speech	Students will perform an extract of the play in small groups using performance skills required for the role. An Overview of the storyline, characters and themes of the text Understanding verbatim Theatre Using non- naturalistic techniques to create theatre Understanding how to create Off-Text Improvisation Understanding the importance of keeping safe online. Demonstrating accurate characterisation and character relationships Creating non-naturalistic theatre using drama conventions Understanding character emotions and how to show this Experiment with structure and sequence
Spring 1/Summer 2	Content (Why)	Develop performance skills through the theme of Evacuees, using a dramatic stimulus to explore character, atmosphere, tension and storytelling. Pupils will apply a range of Drama techniques to	Develop performance and devising skills through studying a professional work Rome and Juliet, Pupils will develop scenes and ideas collaboratively, applying a range of Drama	Pupils will gain an understanding of the story of Derek Bentley and Christopher Craig. They will explore the justice system and argue their

		create and sustain an engaging performance, developing their ability to work collaboratively and make purposeful theatrical choices.	techniques to communicate ideas and sustain audience engagement whilst learning about how to execute stage combat safely.	opinion through the exploration of the play Let Him Have It.
	Content (What)	This unit develops pupils' ability to create atmosphere and tension while strengthening their practical performance skills. It provides opportunities to combine the elements of Drama with effective vocal, physical and staging techniques, preparing pupils for more complex devised and scripted performance in the future. Students will learn about Naturalism in Drama and apply it to performance work..	This unit develops pupils' ability to gain an understanding of how conflict can be shown through stage combat and Shakespearean language.	This unit allows students to create a piece of persuasive language, with accurate reference to the characters and roles of the themes within a play.
	Acquire (Knowledge)	• Drama techniques can establish atmosphere, tension and suspense, with pupils understanding how the techniques of Still Image, Mime, Thought Tracking, Audience address, Improvisation, Teacher in role, Soundscape, Mood/atmosphere, Conscience corridor, Flash forward, Rehearsed improvisation, Structure, Monologue, Duologue, Split Screen can be applied to a piece of drama • Characterisation communicates the intentions and emotions of a role, with pupils developing vocal and physical techniques to create believable and engaging characters. • Effective ensemble performance relies on purposeful collaboration, with pupils understanding how performers coordinate movement, timing, space and dramatic techniques to create a cohesive	• Drama techniques can change a performance by adding in elements of movement, with pupils learning how to generate ideas, establish characters and relationships through the following techniques Chorus, Prologue, Canon, Repetition, Split Screen, Thought Tracking, Dramatic impact, Language • Effective devised performance requires collaboration and refinement, with pupils understanding how rehearsal, feedback and evaluation can improve the clarity and impact of a performance.	• Drama techniques can change a performance by adding new techniques 1950's culture, Stimulus, Improvisation, Tension, Monologue, Status, Cross-cutting, Hot seating, Role play, Narrator, Thought tracking, Forum theatre, Surrealism

Werneth Drama Curriculum KS3

		performance.		
	Apply (Skills)	Creating a character through exploration of social, and historical context Using improvisation to create a well-structured scene Understand how Thought Tracking is used to deepen the role of a character Understand how Thought Tracking is used to deepen the role of a character Understanding the 'Stanislavski System' and his style of Naturalism The specific Language of role used in the 1940's. Apply genre conventions to create mood Applying spontaneous improvisation to scene	An overview of the storyline characters and themes of the text Some stage combat moves How to work collaboratively as an ensemble Keeping others safe and spatial awareness through stage combat How conflict is shown in the play and how to convey this in a scene Pace, control and accuracy of stage combat How a Greek Chorus can be used to deliver the prologue of the play How character relationships are shown through the play	An overview of the storyline Characters and themes of the story The social and historical context of London in the 1950s and the stereotypical family Persuasive language Capital punishment Explore the controversy around the story and have opinions on capital punishment Use an effective flashback The contrasting characters and the relevance of hooking the audience with different characters Using drama conventions to explore the message of the story Joint enterprise and the law today Use a conscience corridor and split screen to build an understanding of the characters thoughts and fears. How experimenting with vocal skills can convey different meaning in the line 'Let him have it' The interpretation of words