

Subject overview: Drama (KS3)

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

The importance of Drama at St Edmund's cannot be understated. Students learn and adapt new skills for performance and public speaking to gain confidence, better their teamwork and express themselves creatively. All students perform to audiences regularly whether this is within the classroom or in public facing shows/productions.

Additional details

The aim of KS3 Drama is to provide every opportunity to explore, inspire and develop:

- confidence in all students to be able to openly discuss topics and both perform and critique drama and theatre skills
- a range of classic texts and current affair topics
- acting skills such as posture, gestures, facial expressions and blocking
- theatre skills such as set, lighting, sound and costume design
- students' higher level evaluative skills

Students are taught practical skills such as acting and effective use of evaluation and constructive criticism however, a big emphasis is on more holistic ways of improving skills such as confidence building and team work. Teaching, learning and assessment language consistently revolves around these aspects of Drama performance/evaluating:

Body Language	Characterisation	In Role	Vocal Projection	Speaking
Space	Facial Expressions	Group Work	Responding	Evaluating

Details highlighted in blue are specific cross-curricular links with the KS3 English curriculum

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning?) Any notable links to St Edmund's curriculum mission	Main method of assessment?
Term 1:1	Fairytale (characterization, audience awareness, blocking) Gruffalo (applying these skills to performance. Inc. an intro to script)	Scripted Performance This is an introduction to the subject and the rules of the Drama studio. Students are introduced to the performance criteria through playing games, getting to know their peers and performing a Fairytale.	Practical performance assessment with a written evaluation
Term 1:2	Mime Using freeze frames to add to a performance, acting out a well-known fairy tale in three short scenes.	Performance - structure not script Students now focus on all the other aspects of Drama without using speech.	Practical performance assessment with a written evaluation
Term 2:1	Greek Theatre Students learn and explore various Greek Theatre (Medea, Pandora's Box, Big Greek chorus piece, Gods)	Devising Performance After starting some devising in mime, students now learn to develop these skills further and apply them to a new context of Greek Theatre	Practical performance assessment with a written evaluation
Term 2:2	Introduction to Shakespeare looking at a range of plays including Romeo and Juliet or Hamlet, Midsummer Night's Dream. Assessments are on Romeo and Juliet	Scripted Performance This project gives an introduction to Shakespeare which specifically supports learning in Drama in Y8&9 and English across KS3-4. Specific cross curricular impact with English department as students study "The Taming of the Shrew" In term 3:1 and this Drama project provides students a foundational knowledge of Shakespeare before going into depth within English.	Practical performance assessment with a written evaluation
Term 3:1	To be decided based on evaluation of pupil voice and progress data	Students within English lessons undertake playwriting in term 3:1 where students write a play within the context of a festival ; we will be writing a project to potentially support this.	
Term 3:2			

YEAR 8

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning?) Any notable links to St Edmund's curriculum mission	Main method of assessment?
Term 1:1	Blood Brothers	<p>Scripted Performance</p> <p>Linked to English as students will also be studying Blood brothers in that subject. Developing characters and script work will progress the students' learning. This also provides a great foundation for students to expand their knowledge of Blood Brothers within English as in term 1:1, in Drama the characters of Micky and Edward are focused on whereas the focus in English is more on Mrs Johnstone and Mrs Lyons.</p>	Practical performance assessment with a written evaluation
Term 1:2	Homelessness play devising from the script (devise their own)	<p>Devising Performance</p> <p>Introducing students to more mature/serious topics that are in the news and show how theatre can raise awareness. Students will build on Devising skills which will help them for the next topic.</p>	Practical performance assessment with a written evaluation
Term 2:1	Devising (The box, family portrait - pink, social media, "the message") Different stimulus each week.	<p>Devising Performance</p> <p>Students will be planning, rehearsing and performing their own plays on a different stimulus each week. This will build on group work and links to Devising in GCSE so students can look back and see the starting point.</p>	Practical performance assessment with a written evaluation
Term 2:2	Macbeth	<p>Scripted Performance</p> <p>Macbeth is also being taught in English at this time so students can have another understanding of the play. Performances are a mix of scripted and some devising to finish year 8 working on both skills ready for year 9. This forms excellent cross-curricular links with English as students study either A Midsummer Night's Dream or Much Ado About Nothing in English term 2:2. By studying comedies in English and a tragedy in Drama, this allows students a great breadth of the classic works and fully supports both GCSE/Alevel Drama and English at KS4&5</p>	Practical performance assessment with a written evaluation

Term 3:1	To be decided based on evaluation of pupil voice and progress data		
Term 3:2			

YEAR 9			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning?) Any notable links to St Edmund's curriculum mission	Main method of assessment?
Term 1:1	Physical Theatre Using Physical Theatre as a tool to devise. Anxiety (real exam stimulus). Moving at the same time.	Scripted and devised Performance Students start year 9 with physical theatre as the topic focuses on key group attributes like being in unison where students must work together for their performance to be successful.	Practical performance assessment with a written evaluation
Term 1:2	DNA Scripted unit - "DNA" (similar to Y11) - more exam based.	Scripted and devised Students will read DNA as a class out loud and will re-create the scenes on stage, some scenes are devised with key information and some are scripted. Students are working on characterisation and mature topics that link to GCSE scripted and devising work.	Practical performance assessment with a written evaluation
Term 2:1	The 100 play	Scripted Performance Students will read the 100 out loud, and recreate key memories in the play. Both the opening and closing of the play are scripted lessons. Students are encouraged to learn their lines for final evaluation.	Practical performance assessment with a written evaluation
Term 2:2	Using Open stimulus (Grenfell). Final assessment	Devising Performance The mature topic and practice of verbatim/reportage theatre teaches students how important information can be learned from theatre. New techniques are acquired such as Cross-cutting which students can	Practical performance assessment with a written evaluation

		use for further performances at GCSE.	
Term 3:1	To be decided based on evaluation of pupil voice and progress data		
Term 3:2			