

CORE KNOWLEDGE

What I will know and understand by the end of Year 7.



This year in Drama you will be learning:		This links to:	Key vocabulary:	
Term 1	<p><u>An Introduction to Dramatic Techniques - Darkwood Manor</u> I will recap key skills and knowledge taught at KS2 - close gaps in knowledge and understanding ensuring that I have a foundation knowledge of performance skills to succeed in Drama.</p> <p><u>Introduction of how to think like a Theatre Maker</u> - exploring key skills which are revisited throughout KS3 in every topic taught and built upon further. (Theatre Makers are the roles in creating a piece of theatre)</p> <p><u>Introduces</u> foundation knowledge for Drama including technical Drama.</p> <p><u>Introduces idea of Challenges and Opportunities</u> - Evaluation skills linked to group performance.</p>	<ul style="list-style-type: none"> Builds on baseline knowledge developed as part of the KS2 curriculum. Foundation skills to apply as a baseline to KS3 topics studies. Direct link to topic 2 which is 'An Introduction to Naturalism: Building a Character' 	Dramatic techniques, hot seating, craft, thought tracking, tableaux, atmosphere, facial expression, physical theatre, narration, tableaux, mime, soundscape, levels, status, body language.	
Term 2	<p><u>An Introduction to Naturalism: Building a character</u> I will explore the rehearsal methods associated with developing a naturalistic, convincing character. This will establish knowledge needed to understand the theory of Naturalism or naturalistic theatre and applying these techniques to develop a range of convincing, well crafted characters.</p> <p><u>Introduces</u> basic ideas around the theatre practitioner Stanislavski and using his rehearsal methods to aid developing a believable character.</p> <p><u>Challenges and Opportunities</u> - Builds upon Evaluation skills with challenge of individual self reflection.</p>	<ul style="list-style-type: none"> Pupils need to be taught the introduction to dramatic techniques before being able concentrate on developing a character. Links as a contrast to introduction to Epic Theatre in Y8. Provides excellent baseline to develop character and devising skills for Topic 3 - 'Theatre in Education' 	Posture, gesture, sustaining character, focus, use of space, timing, projection, pitch, tempo, pace, given circumstance, super objective, sub text, emotional memory, magic if, levels.	
Term 3	<p><u>Theatre in Education: Link to Transition</u> I will explore the requirements for theatre in education, developing a range of ideas and characters from set stimulus. I will work in a group to develop in a piece of theatre themed around transition.</p> <p>This unit build of the previous skills taught giving pupils the opportunity to apply a wide range of performance skills to a brief style assignment.</p> <p><u>Introduces</u> the basic format of a synoptic assessment for KS4.</p> <p><u>Challenges and opportunities</u> - Builds upon evaluation skills where pupils log their progress over the unit emulating the need to log and reflect at KS4</p>	<ul style="list-style-type: none"> Taught after 'an introduction to drama techniques' (term 1) and 'an introduction to naturalism:building a character' (term 2) unit so that pupils that have embedded core knowledge and understanding to apply in a devising context. Links to KS4 as pupils are set a brief to respond to mirroring the exam style at KS4. 	Didactic, collaboration, audience participation. breaking the 4th wall, split scene, tone, accent, episodic, flashback, flashforward, upstage, downstage, centre stage, down stage left, downstage right, upstage right, upstage left.	
Target Grade		AP1	AP2	AP3

CORE KNOWLEDGE

What I will know and understand by the end of Year 8.



This year in Drama you will be learning:		This links to:	Key vocabulary:
Term 1	<p>An Introduction to Epic/Brechtian Theatre: Jon Godber I will recap key skills and knowledge taught in Y7 and build on skills developed. I will begin with a skills audit to be tracked throughout the year. During this topic I will develop my knowledge of Epic theatre and have opportunities to apply these skills in two Jon Godber scripts.</p> <p>Introduction of theatre practitioner Bertolt Brecht. Exploration of Epic/non naturalistic techniques with opportunities for comparison to Stanislavski. Development of working with script and devising.</p> <p>Challenges and Opportunities - Topic is a challenging concept which feeds into KS4 and pupils are expected to review the progress of their individual contribution and their group development.</p>	<ul style="list-style-type: none"> • Foundation skills to apply as a baseline to KS3 topics studies. • Link to Musical theatre study in term 2 - where the skills will be applied to a musical theatre scene selection. • Direct link to topic 1 in Y9 which explores pantomime as the skills developed in this topic provide a foundation to breaking the 4th wall and over exaggerated characterisation. • Links as a contrast to introduction to Naturalistic Theatre in Y7. 	Brecht, Epic theatre, multi role, narrator, over exaggerated characterisation, placards, direct address, breaking the 4th wall, choral speaking, transitions, voice, pitch, pace, tone, gesture.
Term 2	<p>Musical Theatre: Blood Brothers I will begin to explore the musical Blood Brothers looking specifically at characterisation and how to apply key performance skills to suit the character at key moments of the musical.</p> <p>Introduction of musical theatre - key concepts, rehearsal techniques and performance skills.</p> <p>Challenges and Opportunities - Students are challenged to consider the roles of various theatre makers and evaluate how they are interrelated. They evaluate their progress in different roles within theatre.</p>	<ul style="list-style-type: none"> • Develops and solidifies knowledge in previous unit on Epic/Brechtian theatre (term 1) with opportunities to revisit Stanislavskian rehearsal techniques. • Links as a contrast to introduction to Natura Theatre in Y8. • Provides excellent baseline of working with script for KS4 assessment. 	Voice, pitch, tone, pace, projection, sustaining character, Willy Russell, use of space, sustaining character, over exaggerated character, humour, levels
Term 3	<p>Devising Using Shakespeare I will use Shakespeare's well known plays Macbeth and Romeo and Juliet to develop modern devised scenes and characters based around the themes of these plays. This will help me to understand why Shakespeare is still so relevant today.</p> <p>Introduction to shakespearean theatre. Looking at thematic study and why Shakespeare is still relevant to society today. Plays used will be Macbeth and Romeo and Juliet (preparation for Y9 English)</p> <p>Challenges and Opportunities - Development of devising based on theme and starting with script. Challenging language to access and will support Shakespeare study in English curriculum.</p>	<ul style="list-style-type: none"> • Links back to 'Theatre in Education' unit (Term 3 Y7) looking at didactic messages in theatre. Links to Brechtian theatre for social and political teachings. • Links to KS3 and KS4 English Curriculum Development of devising skills used in theatre in education in term 3 of Y7. 	Shakespeare, collaboration, posture, tableaux, devising, transitions, body language, gesture, characterisation, facial expression, voice articulation, movement.

Target Grade		AP1		AP2		AP3	
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CORE KNOWLEDGE

What I will know and understand by the end of Year 9.



This year in Drama you will be learning:		This links to:	Key vocabulary:	
Term 1	<p><u>Pantomime: A Christmas Carol</u> I will recap key skills and knowledge taught in Y7 and 8 and build on skills developed. Begin with a skills audit to be tracked throughout the year. I will recall the key events of Dickens' A Christmas Carol before developing a modern retelling of the Christmas classic in a Pantomime style.</p> <p><u>Introduction</u> to pantomime looking at key character types, purpose, messages and audience interaction.</p> <p><u>Challenges and Opportunities</u> - Topic is a challenging concept which feeds into KS4 and pupils are expected to review the progress of their individual contribution and their group development. Text used for development of modern pantomime is Dickens' A Christmas Carol which links to KS4 English.</p>	<ul style="list-style-type: none"> Develops and solidifies the basic dramatic skills introduced in year 7 with opportunities to develop more specialised skills and links to introduction to epic theatre in year 8. Link to KS4 curriculum using stimulus to develop a piece of theatre. 	<p>Dickens, villain, audience interaction, breaking 4th wall, accent, articulation, projection, proxemics, pantomime, mime, split scene, over exaggerated characters, choral speaking, call and repeat</p>	
Term 2	<p><u>Practitioner Study: Artaud</u> I will be introduced to the concept of theatre of cruelty which was developed by the theatre practitioner Artaud. I will work with new rehearsal techniques and use existing techniques to develop theatre that shocks the audience into reflecting on their own opinion about a key topic..</p> <p><u>Introduction</u> to theatre of cruelty and Artaud giving a baseline knowledge of different styles of theatre. Pupil will look at the purpose of theatre and how it can be used to challenge the views of an audience. Applying these ideas pupils will develop their own piece of theatre which exposes the audience to challenge their views.</p> <p><u>Challenges and Opportunities</u> - Experience of a completely different style of theatre which will provoke thought and individual response. Topic is a challenging concept which feeds into KS4 and pupils are expected to review the progress of their individual contribution and their group development. Challenging content which not only links to KS4 but also KS5.</p>	<ul style="list-style-type: none"> Develops pupils knowledge of theatre practitioners allowing for comparison between Stanislavski (Y7) and Brecht (Y8). Provides excellent baseline of working with different theatrical styles for KS4 and KS5 assessment. 	<p>Pitch, Tone, Pace, Articulation of sound, Purpose, Tableaux, Audience interaction, Mime, theatrical techniques that stimulate the 5 senses, Facial expression, Body language, Proxemics, Use of voice - pace, tone, pitch, Shocking the audience, Artaud, Cruelty</p>	
Term 3	<p><u>Responding to a brief: Using Your Voice.</u> I will apply the skills developed over KS3 to develop a short piece responding to stimulus, audience and a given purpose.</p> <p><u>Introduction</u> to key independent skills required for KS4 study of Performing Arts. Pupils build on a range of skills which encourage pupils to use their voice in expressing an opinion for a poignant stimulus. Pupils will work with the stimulus title 'We only have each other' with the target audience of teenagers and the aim of improving teenage wellbeing.</p> <p><u>Challenges and Opportunities</u> - The topic is challenging in content as it mirrors the KS4 assessment process. Pupils are given some level of autonomy when developing their final piece.</p>	<ul style="list-style-type: none"> Links to all topics previously studied as students have the freedom to develop a synoptic piece which mimics the KS4 assessment process. Also links to the Y9 SOW in English. Links to KS4 assessment methods. 	<p>Synoptic, Audience, Stimulus, Purpose, Tone, Tableaux, Multi Rolling, Mime, Over exaggerated/naturalistic/cruel characterisation depending on style, Facial expression, Body language, Proxemics, Use of humour, Collaboration/working together, Voice - pitch, tone, pace, projection, Movement, Use of space, Posture, Transitions, Sustaining a character</p>	
Target Grade		AP1	AP2	AP3