

Key Stage 3 Drama – Teaching schedule

| | Autumn | Spring | Summer |
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| Year 7 | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>Introduction to Drama</i> <i>Fairytales</i></p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • The physical, creative, expressive and mental skills required in Drama • Devising pieces of Theatre <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>Physical theatre and soundscapes</i> <i>“Darkwood Manor”</i></p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • Creating character • Understanding a different Genre of theatre • Developing use of skills within Drama <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>Reading and interpreting scripts:</i> <i>“Hansel and Gretel”</i></p> <p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • Reading and interpreting scripts • Developing characters • Brining to life scripted scenes <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> |

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| Year 8 | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>Melodrama</i> Students will explore:</p> <ul style="list-style-type: none"> • The conventions of Melodrama • The portrayal of stock character in Melodrama <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>“Matilda”</i> Students will explore:</p> <ul style="list-style-type: none"> • Devising theatre • Devising script <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>Devising from a stimulus</i> Students will explore:</p> <ul style="list-style-type: none"> • Devising techniques and use of imagination • The Rehearsal process <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> |

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| Year 9 | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>“I love you mum I promise I Won’t Die”</i> Students will advance their Drama expertise to learn about:</p> <ul style="list-style-type: none"> • A ‘darker’ play with a PSHE link to drugs awareness • Devising using script <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>“Blood Brothers”</i> Students will advance their Drama expertise to learn about:</p> <ul style="list-style-type: none"> • A ‘strong’ script with PSHE links to drugs and crime / Social class and political context • Devising script work <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> | <p>National Curriculum: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p><i>Devising from a stimulus</i> Students will advance their Drama expertise to learn about:</p> <ul style="list-style-type: none"> • Devising skills and imagination • Selected aspects of GCSE Drama <p>Group performance / Peer and teacher feedback using Drama terminology and success criteria</p> |