



OVERVIEW

Students will develop their skills and confidence across KS3 with one project per half time. Students will access a creative curriculum where they will build upon their rehearsing, performing and evaluating skills and have the confidence to explore and experiment with techniques and processes, in turn, enabling them to produce independent outcomes. Students will be able to refine their movement skills through a unit on mime and will look at didactic theatre through the conventions of Epic Theatre. Students will be introduced to the differences between naturalistic and abstract theatre. Students have the opportunity to study cross curricular links with English, History and , look at Epic Theatre, Theatre in Education, and learn about drama practitioners Shakespeare, Bertolt Brecht, Antonin Artuad, Stanislavsky.

Term 1

Students are to learn drama techniques through the process of rehearsing, performing and evaluating. Students will learn the following skills in this unit:

- Half Term 1: Non-Verbal Acting (Mime, Mask work, Clocking the audience, Comedy, Asides, Exaggeration, Stock characters, Music/melody, Commedia dell'arte)
- Half Term 2: Epic Theatre (Bertolt Brecht, Gestus, Episodic structure, Placard, Didactic theatre, Multi role, Narration, Third Person)

Assessment:

All project work is marked holistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.

Personal development:

- Oracy Skills
- Literacy Development
- Developing creativity and imagination
- Teamwork and interpersonal skill development
- Evaluation skills

E Term 2

Students are to learn drama techniques through the process of rehearsing, performing and evaluating. Students will enjoy the following programme:

- Half Term 3: Devising from a stimuli (Devising, Music, Props, Lyrics, Set text, Characterisation, Abstract drama)
- Half Term 4: Devising Competition (Group work, Performance skills, Rehearsal, Character development, Narrative, Design, Props, Set, Costume)

Assessment:

All project work is marked holistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.

Personal development:

- Oracy Skills
- Literacy Development
- Developing creativity and imagination
- Teamwork and interpersonal skill development
- Evaluation skills

Term 3

Students are to learn drama techniques through the process of rehearsing, performing and evaluating. Students will enjoy the following programme:

- Half Term 5: Soap Operas (Episodic structure, Characterisation, Narrative, Cliff hanger, Naturalistic, Stanislavski)
- Half Term 6: Arson About (Script work, Asides, Abstract, Stage directions, PSHCE links, Freeze frame, Characterisation, Vocal skills)

Assessment:

All project work is marked holistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.

Personal development:

- Oracy Skills
- Literacy Development
- Developing creativity and imagination
- Teamwork and interpersonal skill development
- Evaluation skills

Useful resources for supporting your child at home:

www.Pinterest.com

<https://www.nationaltheatre.org.uk/>

<https://www.intofilm.org/>

www.rsc.org.uk/