



### 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 focus on characterisation methods for scripted duologues through the study of DNA (a GCSE English text) and will use abstract theatre to explore sociopolitical issues. Students will be introduced to musical theatre with the scripted unit on Blood Brothers. Students have the opportunity to study cross-curricular links with English, History and look at Total Theatre, Theatre of Cruelty and learn about drama practitioners Antonin Artaud and Stanislavsky.

### Term 1

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

- Half Term 1: DNA (Stanislavsky, Script work, Characterisation, Duologue)
- Half Term 2: Hate Crime (Devising, Lateral Layering, Conscience Alley, Antonin Artaud, Verbatim Theatre)

#### 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 2

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

- Half Term 3: Dystopia (Character Interview, Writing in Role, Blocking, Monologue)
- Half Term 4: The Gang (Ensemble, Choral work, tension, atmosphere)

#### 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 basic drama techniques through the process of rehearsing, performing and evaluating. Students will enjoy the following programme:

- Half Term 5: Blood Brothers (Musical Theatre, Monologues, Narration)
- Half Term 6: Comedic Script Work (Exaggeration, Comedic Timing, Clocking the Audience)

#### 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](http://www.Pinterest.com)

[https://www. https://www.nationaltheatre.org.uk/](https://www.https://www.nationaltheatre.org.uk/)

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

[www. https://www.rsc.org.uk/](http://www.https://www.rsc.org.uk/)