



### 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 learn the basics of drama before applying them to devised pieces of work. Students will develop language for evaluation to allow them to improve on their performances.

Students have the opportunity to study cross curricular links with English, History and , look at Classical Greek Theatre, Theatre in Education, and learn about drama practitioner William Shakespeare.

### 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: Introduction to Drama (Still Images, Mime, Proxemics, Levels, Freeze Frame, Gesture, Facial Expressions, Body Language)
- Half Term 2: Darkwood Manor (Thought Tracking, Sound Scaping, Physical Theatre, Role play, Role on the wall, Hot Seating, Character Interview, Conscience Alley)

#### 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: Charlie and the Chocolate Factory (Theatre in Education, Characters, Plot, Storyline, Scenes, Narration, Thought Track, Ensemble, Marking the Moment)
- Half Term 4: Romeo and Juliet (Choral Speech, Choral Movement, Monologues, Tension, Proxemics, Anthology, Prologue, Context, William Shakespeare)

#### 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: Greek Theatre (Greek Chorus, Ensemble, Projection, Choral speaking, Choral movement, Prologue of Antigone (modern adaptation), mask work, Ancient Greek Theatre, Parts of a stage, Sophocles)
- Half Term 6: Crime Watch (Reportage, Props, Semiotics, Split screen, Role play, Thought tracking, Voice over, narration, Use of props, Semiotics, Flash back, Interviews)

#### 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.nationaltheatre.org.uk/)

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

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