

-Key Stage 3 Curriculum Excellence

Drama – September 2024 onwards

The curriculum enables children to have **self agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge and skills**

<p>Self Agency</p>	Sense of Place	Space Not Prescribed opinions provoke challenge question aggravate Pedagogy Challenge
	Sense of Self	
	Meaning	
	Understanding	Known Prescribed Low conflict Curriculum Challenge
	Knowledge and skills (expertise)	
<p>Self Agency: the ability to understand, shape, control and develop the environment they live and work in.</p>		

The purpose of the CLF, is at the **HEART**, of all we do:

- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children** in the communities we serve
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect for ourselves, our communities and our environment

The curriculum enables children to have **self-agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge and skills**:

1. The KS3 Curriculum is built-up from KS2 and is based on **Age Related Expectations** assessed through **DOYA**. (**Deepening**, **On** track, **Yet** to be on track, **At** an earlier stage)
2. The **progression** of content and concepts are carefully **sequenced** in-line with **3-19 CLF Curriculum**.

3. The curriculum is our opportunity to inspire children beyond just subject to develop **disciplinary knowledge** that support children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, positive citizens...**
4. The shared curriculum releases teachers to secure learning and progress; empowering experts to collaborate so that we **follow the learning to meet needs**.
5. The curriculum is designed, developed and evolved by **Curriculum Curators** from across the Trust who ensure that is meeting the needs of all children. We are all **Guardians of the Curriculum**, ensuring that we deliver the *promise of the curriculum* and the *loftier curriculum goals*.
6. The curriculum is **progressive, sequenced and spiralled** over time. The curriculum provokes children to **have opinions** so that they build a **sense of self and place**, giving them **agency now and into adulthood**.
1. The curriculum seeks to study content to **depth** to build understanding and to seek meaning; stretching and challenging children to **have opinions** and develop a sense of self and place.
2. The **shared Curriculum** and an ongoing evaluation of the **learnt curriculum** means that teaching is a **precise and purposeful use of time** in the classroom.
3. The Age Related Expectations and exemplars are **widely published** to exemplify the expected standard and **enabling wide ownership of the curriculum**
4. **Vertical strands of oracy, reading, reasoning and writing** emphasise the key goals of the curriculum through 3 to 19. **Standardisation and moderation** support teacher planning to develop these strands.
5. **Teacher assessment of learning** that uses **standardised exemplar material** to assess attainment against **DOYA**. (**D**eepening, **O**n track, **Y**et to be on track, **A**t an earlier stage)
6. **Shared on-line MCQ assessments** to assess knowledge acquisition, application and understanding. Immediate feedback supports **understanding of gaps and re-teaching**.
7. Teaching supports children to experience **desirable difficulty** and **grapple, using feedback** to inform the **precise use of modelling, explanations and questioning** to secure progress and develop of **reading (widely and often), oracy, reasoning and quality of writing**.

KS3 Curriculum Subject Vision – Drama



Communicating through performance whilst empowering students to explore the world with empathy, creativity and confidence.

Statement of Intent

Our curriculum is designed to provide a **layering of skills** over time and encourage the development of the students' critical facility allowing them to progress towards become reflective, independent and self-directing learners and human beings.

The curriculum at KS3 prepares students for KS4 by developing the skills required for performing devised and scripted work and evaluating and analysing their own performance and that of others. The drama experiences of students at KS2 can be vastly different, so the curriculum is designed with the assumption that students may have had no previous experience, but equally with the flexibility to allow students with more experience to flourish.

Essentially, the content of the three year KS3 programme follows a similar pattern in Year 7 and Year 8; using **skills to communicate meaning**, working with the **language of scripts** and **creating stories through devising**. In Year 7, the learning is teacher-led and provides the students with the building blocks required for all dramatic performance, with texts and stimuli chosen for accessibility and maximum engagement. In Year 8, the level of difficulty increases in terms of the stimuli and texts chosen from the canon of dramatic literature. The genres studied require more of a reflection on the wider world. The application of the basic skills and techniques is more precise and assured, and the level of independence expected from the students also increases.

Mastery of the subject emerges over time through the experience of each successive performance. Re-teach happens as an inherent and embedded part of the subject. For example, throughout the rehearsal process, students respond immediately to live feedback to reflect on and refine their performances before their final assessment. While a particular final performance will *not* be explicitly revisited, the skills used in that performance *will be* explicitly revisited in the following project.

We want our students to become creatives who are passionate and enthusiastic but who feel that Drama is enjoyable AND challenging. They will have high expectations of the quality of their work and show that they understand the value of written evaluation and analysis as a way of developing their skills as a performer. We want our students to have a positive attitude towards the subject; an understanding that Drama is not just 'fun' but requires discipline. An understanding of the transferable skills that Drama provides, even for those who haven't opted for the subject at KS4. These skills are for life – building relationships, a sense of place, effective communication and self-agency.

ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p> <p>Students typically have performed in a play/leavers' assembly. They may be familiar with basic Drama games and improvisation skills but experience will be varied.</p> <p>Students generally have a willingness to perform in front of an audience when they reach us in Year 7.</p> <p>Working in groups or teams is likely to have been explicitly taught.</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <p>To a reasonable standard, students will:</p> <p>Perform in a range of styles.</p> <p>Evaluate and analyse their work both orally and in writing.</p> <p>Study a range of drama styles including:</p> <ul style="list-style-type: none"> • <i>Devised Performance</i> • <i>Genres of performance</i> • <i>Scripted performance</i> • <i>Dramatic skills</i> <p>Study a range of drama techniques including:</p> <ul style="list-style-type: none"> • <i>Freeze-frame</i> • <i>Step-out</i> • <i>Narration</i> • <i>Stock Characters</i> • <i>Split-stage</i> • <i>Stage configurations</i> • <i>Stage positioning</i> 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>To a reasonable standard students will:</p> <p>In rehearsal and development time:</p> <p>Respond to verbal feedback to develop their work.</p> <p>Show understanding of different styles of performance.</p> <p>Use subject-specific terminology</p> <ul style="list-style-type: none"> • <i>Stage positioning terms (including blocking, SL, SR etc.)</i> • <i>Physical and vocal skills (as detailed in Skills section)</i> • <i>Rehearsal and Development terms (such as stimuli, plot structure etc)</i> <p>In their written work students will:</p>	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students are able to appreciate the power of language in understanding the human condition.</p> <p>They will develop the ability to tell stories that help them to see the world from different perspectives.</p> <p>They will understand that human behaviour communicates meaning.</p>

<p>Most will have seen at least one live theatre performance whether at a neighbouring school, professional theatre or via a visiting theatre company.</p>	<p>Use the following performance skills:</p> <p>Physical Skills</p> <ul style="list-style-type: none"> • <i>Body language</i> • <i>Gait</i> • <i>Gesture</i> • <i>Mannerism</i> • <i>Energy</i> • <i>Posture</i> • <i>Facial expression</i> <p>Vocal Skills</p> <ul style="list-style-type: none"> • <i>Volume</i> • <i>Diction</i> • <i>Tone</i> 	<ul style="list-style-type: none"> • <i>Identify strengths and weaknesses in their own work and that of others.</i> • <i>Use subject-specific terminology.</i> 	
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Year 8

Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p>Technique Toolkit: How can we use Drama techniques to communicate meaning?</p> <p>Script and Character: How can we use language to communicate character?</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p>To a good standard, students will:</p> <p>Perform in a range of styles.</p> <p>Evaluate and analyse their work both orally and in writing.</p> <p>Study a range of drama styles including:</p>	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>To a good standard students will:</p> <p>In rehearsal and development time:</p> <p>Respond to verbal feedback to develop their work.</p>	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students are able to appreciate and master the power of language in understanding the human condition.</p> <p>They will develop the ability to tell stories that allow them see the world from different perspectives in more challenging</p>

<p>Genre: How can we find different ways of telling stories?</p> <p>Live Theatre Evaluation: How can we find different ways of telling stories?</p>	<ul style="list-style-type: none"> • <i>Devised Performance</i> • <i>Shakespeare</i> • <i>Dramatic skills</i> <p>Physical Skills</p> <ul style="list-style-type: none"> • <i>Body language</i> • <i>Gait</i> • <i>Gesture</i> • <i>Mannerism</i> • <i>Energy</i> • <i>Posture</i> • <i>Facial expression</i> <p>Vocal Skills</p> <ul style="list-style-type: none"> • <i>Volume</i> • <i>Diction</i> • <i>Tone</i> • <i>Pitch</i> • <i>Pace</i> • <i>Pause</i> • <i>Accent</i> • <i>Timing</i> • <i>Intonation</i> • <i>Emphasis</i> 	<p>Show understanding of different styles of performance.</p> <p>Use subject-specific terminology</p> <ul style="list-style-type: none"> • <i>Stage positioning terms (including blocking, SL, SR etc.)</i> • <i>Physical and vocal skills (as detailed in Skills section)</i> • <i>Rehearsal and Development terms (such as stimuli, plot structure etc)</i> <p>In their written work students will:</p> <ul style="list-style-type: none"> • <i>Identify strengths and weaknesses in their own work and that of others.</i> <p><i>Use subject-specific terminology.</i></p>	<p>contexts such including historical and geographical.</p> <p>They will understand that human behaviour communicates meaning and be able to creatively interpret this through performance.</p>
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Year 9

Year 8 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p>Vocal Skills: How can we use our voice to create meaning?</p> <p>Shakespeare: How can we take language from the page to the stage?</p> <p>Devising from Stimuli: Why do we need to tell stories?</p> <p>Evaluation: How can we find different ways of telling stories?</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 9 that build up from Year 8?</p> <p>To a secure standard, students will:</p> <p>Perform in a range of styles.</p> <p>Evaluate and analyse their work both orally and in writing.</p> <p>Study a range of drama styles including:</p> <ul style="list-style-type: none"> • <i>Devised Performance</i> • <i>Dramatic skills</i> • <i>Theatrical Conventions from Practitioner</i> <p>Use the following performance skills:</p> <p>Physical Skills</p> <ul style="list-style-type: none"> • <i>Body language</i> • <i>Gait</i> • <i>Gesture</i> • <i>Mannerism</i> • <i>Energy</i> • <i>Posture</i> • <i>Facial expression</i> 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>To a secure standard students will:</p> <p>In rehearsal and development time:</p> <p>Respond to verbal feedback to develop their work.</p> <p>Show understanding of different styles of performance.</p> <p>Use subject-specific terminology</p> <ul style="list-style-type: none"> • <i>Stage positioning terms (including blocking, SL, SR etc.)</i> • <i>Physical and vocal skills (as detailed in Skills section)</i> • <i>Rehearsal and Development terms (such as stimuli, plot structure etc)</i> 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students are able to appreciate and master the power of language in understanding the human condition.</p> <p>They will develop the ability to tell stories that allow them see the world from different perspectives in more challenging contexts such including historical and geographical.</p> <p>They will understand that human behaviour communicates meaning and be able to creatively interpret this through performance.</p>

	<p>Vocal Skills</p> <ul style="list-style-type: none">• <i>Volume</i>• <i>Diction</i>• <i>Tone</i>• <i>Pitch</i>• <i>Pace</i>• <i>Pause</i>• <i>Accent</i>• <i>Timing</i>• <i>Intonation</i>• <i>Emphasis</i>	<p>In their written work students will:</p> <ul style="list-style-type: none">• <i>Identify strengths and weaknesses in their own work and that of others.</i> <p><i>Use subject-specific terminology.</i></p>	
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Curriculum Skeleton

Year 7				
ARE Point	Block 1 (Term 1-2)	Block 2 (Terms 3-4)	Block 3 (Term 5)	Block 4 (Term 6)
Unit Title	<p><u>Technique Toolkit:</u></p> <p>How can we use Drama techniques to communicate meaning?</p>	<p><u>Script and Character: Exploring Diversity (Protected Characteristic)</u></p> <p>How can we use language to communicate character?</p>	<p><u>Live Theatre Evaluation- Performance of Choice</u></p> <p>How can we use written communication to reflect on a theatrical performance?</p>	<p><u>Genre:</u></p> <p>(Choice of physical theatre, pantomime, Commedia, absurd etc.)</p> <p>How can we find different ways of telling stories?</p>
Knowledge and Skills Progress Check	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Key Terminology • Structure 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements
DOYA	Practical assessment Numerical MCQ style based on key terminology	Optional Informal Practical Assessment	Written Assessment- LTR Live Theatre performance of choice. This will be marked out of 15, 5 marks for description, 5 marks for analysis and 5 marks for evaluation.	Optional Informal Practical Assessment

Year 8				
ARE Point	Block 5 (Terms 1-2)	Block 6 (Terms 3-4)	Block 7(Terms 5-6)	Block 8 (Term 6)
Unit Title	<p>Voice How can we use our voice to create meaning?</p> <p>Exploring a range of vocal skills, accents that relate to students (not allowing stereotypes to be exploited)</p>	<p>Scripted Extracts</p> <p>How can we take language from the page to the stage?</p> <p>This block should include at least three scripts, one of which SHOULD be Shakespeare and the others should reflect a different performing style/period/culture.</p>	<p>Written Evaluation</p> <p>How can we use written communication to reflect on their own performance?</p>	<p>Devising from stimuli: 3 chosen from the list below: (Photos, lyrics, songs, props, video, text, theme, words etc.)</p> <p>Why do we need to tell stories?</p>

<p>Knowledge and Skills Progress Check</p>	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Key Terminology • Structure 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvement
<p>DOYA</p>	<p>Practical Assessment Numerical MCQ (New Listening) style based on key terminology</p>	<p>Informal (not centralised data) Practical assessment which should support the written evaluation in Block 7.</p>	<p>Written assessment of performance of performance completed in Block 6</p>	<p>Optional Practical assessment Written Assessment Data entry</p>

Year 9					
ARLE	Drama Common Curriculum	Block 10 (Term 3)	Block 11 (Term 4)	Block 12 (Terms 5)	(Term 6)
E	Block 9 (Terms 1-2)				
Poi					
nt					
Unit Title	<p><u>Exploring Practitioners:</u></p> <p>How can we use Practitioner's Conventions in performance?</p> <p>With this Block, teachers can use a scripted a performance and implement the different theatrical conventions of a Practitioner e.g. Stanislavski, Brecht, Artaud, Berkoff & Frantic Assembly.</p>	<p><u>Set Text:</u></p> <p>How can we use our vocal and physical skills to communicate character?</p> <p>Free choice of set text. Students should explore one text practically, however it would be useful to DESCRIBE, EXPLAIN & ANALYSE through oracy tasks to support Block 12.</p>	<p><u>Section B style questions (Describe, Explain & Analyse)</u></p> <p>How can we use written communication to reflect our ideas for staging a piece of theatre.</p>	<p><u>Devising from stimuli:</u></p> <p>How can we respond to stimuli to create a piece of devised theatre?</p> <p>Free choice of stimuli depending on student personalities and engagement. This can be scaffolded i.e. stimuli, suggested scene foci. Practical exploration or Script writing & performing are both possible options.</p>	<p><u>Exploration of KS3 Unit</u></p> <p>How can we build upon the skills accumulated in a previous unit? This free choice unit could focus on devising, scripted work to communicate character, genre or written skills.</p>

<p>Knowledge and Skills Progress Check</p>	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Theatrical Conventions • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Key Terminology • Structure 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Group Work Skills • Improvements 	<ul style="list-style-type: none"> • Drama Techniques • Physical Skills • Vocal Skills • Theatrical Conventions • Group Work Skills • Improvements • Key terminology
<p>DO YA</p>	<p>Practical assessment Numerical MCQ style based on key terminology</p>	<p>Optional practical assessment</p>	<p>Written Assessment This should be out of 24 marks, however centres not studying AQA at GCSE are able to adapt their questions to support learners who opt to take KS4 Drama/Performing Arts in other specifications.</p>	<p>Optional practical assessment</p>	

Medium Term Plans

Subject: Drama	Unit Title: Technique Toolkit	ARE Point: Block 1
<p>Key Essentials of CONTENT, CONCEPTS and TERMINOLOGY:</p> <p>How can we use Drama techniques to communicate meaning?</p> <p>Knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.</p> <p>Development of a class dynamic that is productive, supportive and challenging.</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to model techniques, build confidence, guide students in being successful with group work.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Develop confidence and communication skills • Learn and develop rehearsal techniques • Learn basic stagecraft • Gain control of the building blocks of any performance work • Build teamwork skills • Understand basic performance expectations 	
<p>Content:</p> <p>Weeks 1-5</p> <p>Workshops to cover the following techniques:</p>		

<p><i>Freeze-frame</i> <i>Step-out</i> <i>Narration</i> <i>Mime</i> <i>Stock characters & Role play</i> <i>Split-stage</i> <i>Stage configurations</i> <i>Stage positioning</i></p> <p>Weeks 6-7 Rehearsal period to develop a polished improvisation in which students use at least 3 of the taught techniques. The topic for these performances are down to the teacher to choose</p> <p>Weeks 8-9 Assessment period to allow time for quality final performances.</p> <p>Week 10 MCQ style questions on terminology. Questions will set centrally, however centres can choose to do this on SMHW, FORMS or paper copies if ICT is not available</p>	
<p>Concepts:</p> <p>Students will understand that human behaviour communicates meaning.</p>	<p>HOW will the VERTICAL STRANDS of REASONING, ORACY, READING and WRITING be developed?</p>

<p>Terminology and Vocabulary (subject specific and academic, including agreed definitions):</p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p> <p>Stage configurations: <i>Proscenium arch, end-on, traverse, thrust, in the round, promenade</i></p> <p>Techniques: Freeze-frame, Step-out, Narration, Stock characters, Split-stage, Stage configurations, Stage positioning</p>	<p>ORACY: Modelling of verbal feedback applied to verbal communication in performance</p> <p>READING: Understanding of key terms.</p>
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Subject: Drama	Unit Title: Script and Character	ARE Point: Block 2
<p>Key Essentials:</p> <p>How can we use language to communicate character?</p> <p>Knowledge and understanding of the essential skills required for a successful performance</p> <p>Development of a performance to a quality standard as laid down by the conventions of a script in practice.</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to help students decode text and subtext.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Develop confidence and skill in performing to an audience from a script • Understand the context and subtext of verbal communication • Build a bank of basic drama physical and vocal skills that are applicable both in Drama and in life 	

<p>Students will be given the opportunity to explore diversity and the protected characteristics through this unit e.g. scripted scene on racism (Noughts & Crosses)</p>	
<p>Content: Weeks 1-10 Rehearsal and performance of a scripted piece with emphasis on the development of character through the use of:</p> <ul style="list-style-type: none"> • <i>Physical Skills</i> • <i>Vocal Skills</i> • <i>Stage craft</i> 	
<p>Concepts: Students are able to appreciate the power of performance in understanding the human condition.</p> <p>They will understand that human behaviour communicates meaning.</p>	<p>HOW will ORACY, READING and WRITING be developed? I</p> <p>ORACY: Modelling of verbal feedback applied to verbal communication in performance.</p> <p>READING: Understanding of key terms.</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Vocal Skills <i>Volume, Diction, Tone</i></p>	
<p>WHAT will PROGRESS look like in this unit? Confidence in interpreting a character through a variety of performance skills to a reasonable standard.</p> <p>Able to combine and select appropriate skills to create effects suitable to the context of performance.</p>	

Subject: Drama	Unit Title: Live Theatre Evaluation	ARE Point: Block 3
<p>Key Essentials:</p> <p>How can we find different ways of telling stories?</p> <p>Knowledge and understanding live performers.</p> <p>Development of written analysis skills.</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to introduce students to live theatre performances and key analysis terminology.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Learn how to use written communication to assess how performers use their vocal and physical skills. • Understand the variety of styles within the theatrical world. <p>The teacher is there to introduce students to different genres of performance.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Develop confidence and skill in performing original work to an audience and find new ways of expressing themselves. • Understand the variety of styles within the theatrical world. • Build a bank of performance styles to use in future devised work. 	
<p>Content: Weeks 1-10</p> <p>Lessons to introduce students to a theatrical performance.</p> <p>Explore synopsis & themes Watch a selected scene Identification of key acting skills Practice using writing frames which include analysis and evaluation. Draft a written response using subject specific terminology, analysis and evaluation Formal Assessment in timed conditions</p> <p>The development of literacy skills</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY: Modelling of verbal feedback applied to verbal communication in performance.</p>	
<p>Concepts:</p> <p>Students to reflect and use their critical thinking skills to analyse and evaluate acting skills within a theatrical performance.</p>		

<p>Terminology and Vocabulary (subject specific and academic): Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Vocal Skills <i>Volume, Diction, Tone</i></p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p>	<p>READING: Understanding of key terms.</p> <p>WRITING: Use a range of sentence structures as well as key terminology and evaluative language.</p>
<p>WHAT will PROGRESS look like in this unit?</p> <p>Confidence in using a variety of key terminology and a range of sentence structures.</p>	

<p>Subject: Drama</p>	<p>Unit Title: Genre</p>	<p>ARE Point: Block 4</p>
<p>Key Essentials: How can we find different ways of telling stories?</p> <p>Knowledge and understanding of three genres of performance.</p> <p>Development of a performance to a quality standard as laid down by the conventions of a devised performance.</p> <p>Content: Weeks 1-8</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to introduce students to different genres of performance.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> · Develop confidence and skill in performing original work to an audience and find new ways of expressing themselves. 	

<p>Workshops introduce students to any of the following Genres of performance:</p> <p>Physical theatre Commedia dell'arte Absurd Mime Pantomime Musical Theatre Epic Naturalism</p> <p>The development of a devised performance in the style of one chosen genre.</p> <p>Lesson to introduce students to a theatrical performance.</p> <p>Explore synopsis & themes Watch a selected scene Identification of key acting skills Practice using writing frames which include analysis and evaluation. Draft a written response using subject specific terminology, analysis and evaluation Formal Assessment in timed conditions</p> <p>The development of literacy skills</p>	<ul style="list-style-type: none"> · Understand the variety of styles within the theatrical world. · Build a bank of performance styles to use in future devised work.
<p>Concepts:</p> <p>Students are able to move outside their comfort zone by exploring more unusual ways of communicating.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY: Modelling of sentence structure.</p> <p>READING: Understanding of key terms.</p>

<p>Their imaginations will be stretched and their cultural capital will be increased.</p>	
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Vocal Skills <i>Volume, Diction, Tone</i></p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p>	
<p>WHAT will PROGRESS look like in this unit?</p> <p>Confidence in using a variety of performance styles to a reasonable standard. Able to combine and select appropriate styles to create effects suitable to the context of performance.</p>	

Subject: Drama	Unit Title: Voice	ARE Point: Block 5
<p>Key Essentials: How can we use our voice to create meaning?</p>		<p>WHY are children LEARNING this?</p>

<p>Knowledge and understanding of how to use the voice to achieve a variety of effects, characters and geographical places.</p> <p><i>Simplified/scaffolded and edited scripts for EAL/SEND/LAPs</i></p> <p><i>Try to avoid the exploitation of stereotypes</i></p>	<p>The teacher is there to introduce students to different genres of performance.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Develop the ability to control their voice in performance and in everyday life • Empathise with characters different from themselves • Challenge self-consciousness by stepping out of their comfort zone
<p>Content: Weeks 1-6 A number of workshops to teach the following vocal skills: <i>Revisit Volume, Diction, Tone</i> <i>New Pitch, Pace, Pause, Accent (Cockney, RP, American, Northern),</i> <i>Timing, Intonation, Emphasis</i></p> <p>Week 7-8 Rehearsal period to prepare a polished improvisation set in the context of one chosen accent and making use of a range of vocal techniques.</p> <p>Weeks 9-10 Assessment period to allow time for quality final performances.</p>	
<p>Concepts: They will understand that human behaviour communicates meaning and be able to creatively interpret this through performance.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY: Modelling of verbal feedback applied to verbal communication in performance. Manipulation of accent and voice.</p>
<p>Terminology and Vocabulary (subject specific and academic): <i>Revisit Volume, Diction, Tone</i></p>	<p>READING: Understanding of key terms.</p>

<i>New Pitch, Pace, Pause, Accent (Cockney, RP, American, Northern), Timing, Intonation, Emphasis</i>	
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WHAT will PROGRESS look like in this unit?

Working towards a sustained and accurate use of vocal techniques.

Subject: Drama	Unit Title: Scripted Extracts Including Shakespeare	ARE Point: Block 6
<p>Key Essentials: How can we take language from the page to the stage?</p> <p>Exposure to a variety of different texts or scenes. Understanding of contemporary and classic theatre texts/characters</p> <p>This block should include at least three scripts, one of which SHOULD be Shakespeare and the others should reflect a different performing style/period/culture.</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to help students decode text and subtext.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Access challenging material and understand the rewards that it can bring. • Raise students' expectations and aspirations by exposing them to outstanding writing. 	
<p>Content:</p> <p>Weeks 1-6 Study of scenes and extracts to familiarise students with language, plot, themes, atmosphere and characters from the plays.</p> <p>Weeks 7-8 Rehearsal period to prepare one of the previously studied scenes for performance.</p> <p>Weeks 9-10 Assessment period to allow time for quality final performances and a short written evaluation of their performance</p>	<p>HOW will ORACY, READING and WRITING be developed?</p>	
<p>Concepts:</p>	<p>HOW will ORACY, READING and WRITING be developed?</p>	

<p>Students are able to appreciate and master the power of performance in understanding the human condition.</p> <p>They will develop the ability to see the world from different perspectives in more challenging contexts including historical and geographical.</p>	<p>ORACY Through performance, discussion, verbal feedback</p> <p>READING Translation and interpretation of Elizabethan language</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Theatre roles Playwright, Performer, Understudy, Director, Stage Manager, Theatre Manager, Sound designer, Set designer, Costume designer, Puppet designer, Technician</p> <p>Elements of playtexts Language, plot, themes, atmosphere and characters</p>	
<p>WHAT will PROGRESS look like in this unit?</p> <p>The ability to perform and deliver lines with understanding and to convey meaning. The ability to perform as a consistent character. The ability to use the stage space effectively.</p>	

Subject: Drama	Unit Title: Written Evaluation	ARE Point: Block 7
<p>Key Essentials: How can we respond to our performances using evaluation?</p> <p>Knowledge and understanding of description, explanation, analysis and evaluation.</p> <p>Development of written analysis skills.</p> <p>Written assessment of performance completed in Block 6</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to introduce students to live theatre performances and key analysis terminology.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> Learn how to use written communication to assess how performers use their vocal and physical skills to convey character, relationships and emotions. 	
<p>Content: Weeks 1-8</p> <p>Lesson to include:</p> <p>Reviewing footage of student performances Description of what the performance was about Explanation of how acting skills were used to convey character, relationships and emotions. Analysing the impact of performance skills for the audience.</p>		

<p>Practice using writing frames Draft a written response using subject specific terminology, analysis and evaluation Redraft</p> <p>The development of literacy skills</p>	
<p>Concepts:</p> <p>Students to reflect and use their critical thinking skills to analyse and evaluate acting skills within a theatrical performance.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY: Modelling of sentence structure.</p> <p>READING: Understanding of key terms.</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Vocal Skills <i>Volume, Diction, Tone</i></p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p>	<p>WRITING: Use a range of sentence structures as well as key terminology and evaluative language.</p>
<p>WHAT will PROGRESS look like in this unit?</p> <p>Confidence in using a variety of key terminology and a range of sentence structures.</p>	

Subject: Drama	Unit Title: Devising from stimuli	ARE Point: Block 8
<p>Key Essentials:</p> <p>Why do we need to tell stories?</p> <p>Understanding of the purpose of drama in the wider world Knowledge of how to use skills and techniques for effect Development of a performance that is driven by the students in form and content</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to facilitate students’ work and help shape their performances.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Use their previous knowledge and experience to create drama • Work as a team collaboratively • Have a clear idea of the purpose and audience for their work 	
<p>Content:</p> <p>Students will be introduced to a range of stimuli such as poetry, photographs, music, artwork and personal testimony.</p>		

<p>Students will be reminded of the range of Toolkit Techniques and Genres of performance.</p> <p>Students will choose a theme based on one piece of stimulus and develop a performance using the techniques, skills and genres that they have explored over the past two years.</p>	
<p>Concepts:</p> <p>Students are able to appreciate and understand how performance can reflect personal/societal/world issues and have an impact on the views of an audience.</p> <p>They will develop the ability to find purpose in their devised work to convey a message to their audience.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY Through performance, discussion, verbal feedback</p> <p>READING Exploration of written stimuli and research into chosen themes</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Vocal Skills <i>Volume, Diction, Tone Pitch, Pace, Pause, Accent, Timing, Intonation, Emphasis</i></p> <p>Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p>	

<p>Techniques: Freeze-frame, Step-out, Narration, Stock characters, Split-stage, Stage configurations, Stage positioning</p>	
<p>WHAT will PROGRESS look like in this unit?</p> <p>Independent creation of meaningful performance with carefully selected techniques used for particular purpose and effect.</p>	

<p>Subject: Drama</p>	<p>Unit Title: Introduction to Practitioners</p>	<p>ARE Point: Block 9 (Terms 1-2)</p>
<p>Key Essentials:</p> <p>Explore the different conventions of at least 3 key practitioners</p> <p>Be able to implement these conventions into performances</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to help students understand the differing conventions of the practitioners</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Gain an understanding of theatrical conventions of the practitioners 	

<p>With this Block, teachers can use a scripted a performance and implement the different theatrical conventions of a Practitioner e.g. Stanislavski, Brecht, Artaud, Berkoff & Frantic Assembly.</p>	<ul style="list-style-type: none"> • Gain an understanding of theatrical genres and styles • Broaden their horizon of the theatrical industry
<p>Content: Weeks 1-6 Independent workshops studying at least 3 different practitioners and their key conventions Weeks 7-8 Rehearsal period to prepare one of the previously studied practitioners for performance Weeks 9-10 Assessment period to allow time for quality final performances.</p>	
<p>Concepts: Students are able to appreciate and understand different styles of performance using the key conventions of differing practitioners</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY Through performance, discussion, verbal feedback</p> <p>READING Translation and interpretation of key conventions</p>
<p>Terminology and Vocabulary (subject specific and academic): Subtext, emotion memory, slow motion, direct address, narration, placard, physical theatre</p>	
<p>WHAT will PROGRESS look like in this unit? The ability to perform using the conventions of a chosen practitioner</p>	

<p>Subject: Drama</p>	<p>Unit Title: Devising from stimuli AND Free Choice KS3 Unit Development</p>	<p>ARE Point: Block 10 (Terms 3 and 6)</p>
<p>Key Essentials:</p> <p>Why do we need to tell stories?</p> <p>Understanding of the purpose of drama in the wider world Knowledge of how to use skills and techniques for effect Development of a performance that is driven by the students in form and content</p> <p>Free choice of stimuli depending on student personalities and engagement. This can be scaffolded i.e. stimuli, suggested scene foci. Avoid script writing and encourage practical exploration, however SW can be used as a tool for reluctant students in exceptional cases to avoid behavioural issues.</p>		<p>WHY are children LEARNING this?</p> <p>The teacher is there to facilitate students’ work and help shape their performances.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Use their previous knowledge and experience to create drama • Work as a team collaboratively • Have a clear idea of the purpose and audience for their work
<p>Content:</p> <p>Students will be introduced to a range of stimuli such as poetry, photographs, music, artwork and personal testimony.</p> <p>Students will be reminded of the range of Toolkit Techniques and Genres of performance.</p> <p>Students will choose a theme based on one piece of stimulus and develop a performance using the</p>		

<p>techniques, skills and genres that they have explored over the past two years.</p> <p>Students will implement their knowledge of various practitioners into their performance.</p>	
<p>Concepts: Students are able to appreciate and understand how performance can reflect personal/societal/world issues and have an impact on the views of an audience. They will develop the ability to find purpose in their devised work to convey a message to their audience.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY Through performance, discussion, verbal feedback</p> <p>READING Exploration of written stimuli and research into chosen themes</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Vocal Skills <i>Volume, Diction, Tone Pitch, Pace, Pause, Accent, Timing, Intonation, Emphasis</i></p> <p>Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p> <p>Techniques: Freeze-frame, Step-out, Narration, Stock characters, Split-stage, Stage configurations, Stage positioning, slow motion, physical theatre,</p>	

sub text, placards, direct address, emotion memory.	
WHAT will PROGRESS look like in this unit? Independent creation of meaningful performance with carefully selected techniques used for particular purpose and effect.	

Subject: Drama	Unit Title: Set Text	ARE Point: Block 11 (Term 4)
<p>Key Essentials:</p> <p>Exposure to a chosen text Exposure to social, cultural, historical context Understanding of character and themes</p> <p>Free choice of set text. Students should explore one text practically, however it would be useful to DESCRIBE, EXPLAIN & ANALYSE through oracy tasks to support Block 12</p>	<p>WHY are children LEARNING this?</p> <p>The teacher is there to introduce students to a selected play text and its themes.</p> <p>Students are going to:</p> <ul style="list-style-type: none"> • Develop the ability to portray a selected character • Understand the significance of social, cultural and historical context • Refining their practical skills 	
<p>Content:</p> <p>Weeks 1-6 A number of workshops to teach social, cultural, historical context and selected scenes and characters. <i>Revisit Volume, Diction, Tone, Pitch, Pace, Pause, Accent, Timing, Intonation, Emphasis</i></p> <p><i>Physical Skills</i> <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Week 7-8 Rehearsal period to prepare a polished performance of selected scene</p> <p>Weeks 9-10</p>		

<p>Assessment period to allow time for quality final performances.</p>	
<p>Concepts: They will understand that human behaviour communicates meaning and be able to creatively interpret this through performance.</p>	<p>HOW will ORACY, READING and WRITING be developed? ORACY: Modelling of verbal feedback applied to verbal communication in performance. Manipulation of accent and voice. READING: Understanding of key terms.</p>
<p>Terminology and Vocabulary (subject specific and academic): <i>Revisit Volume, Diction, Tone Pitch, Pace, Pause, Accent, Timing, Intonation, Emphasis</i> <i>Physical Skills</i> <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p>	
<p>WHAT will PROGRESS look like in this unit? Working towards a polished and sustained performance.</p>	

<p>Subject: Drama</p>	<p>Unit Title: Section B <u>style questions (Describe, Explain & Analyse)</u></p>	<p>ARE Point: Block 12 (Term 5)</p>
<p>Key Essentials: How can we find different ways of telling stories? Knowledge and understanding of how to apply performance and design skills. Development of written analysis skills. This should be out of 24 marks, however centres not studying AQA at GCSE are able to adapt their questions to support learners who opt to take KS4 Drama/Performing Arts in other specifications.</p>		<p>WHY are children LEARNING this? The teacher is there to introduce students to live theatre performances and key analysis terminology. Students are going to:</p> <ul style="list-style-type: none"> • Learn how to use written communication to assess how performers use their vocal and physical skills. • Understand the variety of styles within the theatrical world.
<p>Content: Weeks 1-8 Lesson 1-Explore how to answer a 4-mark question on costume design. Students to practically and theoretically explore this.</p>		

Lesson 2- Explore how to answer a 4-mark question on set design. Students to practically and theoretically explore this.

Lesson 3-Explore how to answer a 4-mark question on lighting design. Students to theoretically explore this (as well as practically explore if the facilities allow).

Lesson 4-Explore how to answer an 8-mark question on how to use performance skills to deliver a line of dialogue. Students to practically and theoretically explore this.

Lesson 5-Explore how to practically answer a 12-mark question using a given shaded extract which students are to perform considering how they would use their performance skills to create an effect.

Lesson 6 & 7-Students to complete all questions in a timed condition based on a chosen extract from their set text.

Lesson 8-Reflection & Redrafting

Lesson 6- Explore how to use written communication to articulate how they would use their performance skills to create an effect. (12 marks)

<p>The development of literacy skills</p>	
<p>Concepts:</p> <p>Students to reflect and use their critical thinking skills to analyse and evaluate acting skills within a theatrical performance.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>ORACY: Modelling of sentence structure.</p> <p>READING: Understanding of key terms.</p> <p>WRITING: Use a range of sentence structures as well as key terminology and evaluative language.</p>
<p>Terminology and Vocabulary (subject specific and academic):</p> <p>Physical Skills <i>Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</i></p> <p>Vocal Skills <i>Volume, Diction, Tone</i></p> <p>Stage positioning: <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p>	
<p>WHAT will PROGRESS look like in this unit?</p> <p>Confidence in using a variety of key terminology and a range of sentence structures.</p>	

DOYA Exemplification

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.

Assessment Policy:

https://clfacademies.sharepoint.com/:w:/r/sites/clfcurriculumks3/_layouts/15/Doc.aspx?sourcedoc=%7B4736A05C-B6B1-4F0B-B497-6F232878218E%7D&file=Key%20Stage%203%20Assessment%20Policy%20Dec%202018.docx&action=default&mobileredirect=true

CLF Drama Common Curriculum KS3

Year 7 & 8 Exemplification:

https://clfacademies-my.sharepoint.com/personal/helen_angell_clf_cabot_ac_uk/_layouts/15/onedrive.aspx?id=%2Fsites%2Fclfcriculumks3%2FShared%20Documents%2FApproaches%20to%20KS3%20in%20the%20CLF%2FAssessment%2FDec%202018%20DOYA%20Exemplification&listurl=https%3A%2F%2Fclfacademies%2Esharepoint%2Ecom%2Fsites%2Fclfcriculumks3%2FShared%20Documents

Year 6 Exemplification:

https://clfacademies-my.sharepoint.com/personal/helen_angell_clf_cabot_ac_uk/_layouts/15/onedrive.aspx?id=%2Fsites%2Fclfcriculumks3%2FShared%20Documents%2FApproaches%20to%20KS3%20in%20the%20CLF%2FAssessment%2FYr%206%20ARE%20Exemplification&listurl=https%3A%2F%2Fclfacademies%2Esharepoint%2Ecom%2Fsites%2Fclfcriculumks3%2FShared%20Documents