

## KS3 Curriculum Map for Drama:

Our emphasis at Key Stage 3 is the development of skills that will prepare pupils for the framework of assessment at GCSE and possibly A Level Drama studies.

Students work through a scheme of work that enables them to develop their understanding of creating and developing drama, applying theatrical skills, demonstrating their knowledge and understanding of how drama is developed and performed and their ability to analysis and evaluate their own work and the work of others.

In year 7,8 and 9 drama is taught as part of the D&T rotation. Students have one drama lesson a week for approximately 8 weeks of the year.

Assessment at KS3 familiarises students with the framework for assessment at GCSE and A-Level, covering 4 AOs:

**AO1 Create and develop ideas to communicate meaning** for theatrical performance (for A level this is done as part of the theatre-making process, making connections between dramatic theory and practice)

**AO2 Apply theatrical skills** to realise artistic intentions in live performance.

**AO3 Demonstrate knowledge and understanding** of how drama and theatre is developed and performed.

**AO4 Analyse and evaluate** their own work and the work of others.

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• To use bodies and sound to create a piece of <b>physical theatre</b> (AO2)</li> <li>• To use <b>rehearsed improvisation</b> (AO1)</li> <li>• To explore how we can use <b>hot-seating to develop characterisation</b> (AO1)</li> <li>• To learn what a <b>flashback</b> is and how it can be used to structure a performance (AO2)</li> <li>• To explore how <b>tension</b> can be created in performance (Pace and use of levels) (AO3)</li> <li>• To learn what <b>cross cutting</b> is and use it in performance to create a news report (style and form) (AO3)</li> <li>• To use <b>still images</b> to begin and end the drama for dramatic effect (AO2)</li> <li>• To explore how to show different <b>characters points of view</b> in performance using <b>direct address</b>. (AO2 and AO4)</li> <li>• To use <b>drama skills</b> that have been learnt throughout the scheme. (AO2 and AO4)</li> </ul> <p style="background-color: #ffcccc; padding: 2px;">Assessment: Verbal feedback, peer/self-assessments in lessons. Covering 4 assessment objectives (AO4 used throughout).</p>	<ul style="list-style-type: none"> <li>• To create a performance using given <b>stimulus (analysis)</b> (AO1 and AO4)</li> <li>• To use <b>hot-seating</b> to understand the 'Given Circumstance' and subtext of a drama. (AO3)</li> <li>• To learn what <b>marking the moment</b> is and use it in performance to communicate meaning to an audience. (AO2)</li> <li>• To explore <b>characters</b> different points of view and communicate this to an audience through space and levels (blocking) (AO2)</li> <li>• To devise a performance with a <b>cliff-hanger (building to a climax)</b>. (AO1)</li> <li>• To explore stress that teens experience and how to show it throughout a performance (devising based on a theme) (AO1)</li> <li>• To explore the use of <b>devil/angel technique as a drama form</b> (AO2)</li> <li>• To explore the use of <b>external conscience (abstract drama forms)</b> (AO2)</li> <li>• To explore how to use drama strategies to show characters different views (AO4)</li> <li>• To create a performance using a <b>flashback and make effective use of 'fourth wall'</b> (AO2)</li> </ul> <p style="background-color: #ffcccc; padding: 2px;">Assessment: Verbal feedback, peer/self-assessments in lessons. Covering 4 assessment objectives (AO4 used throughout)</p>	<ul style="list-style-type: none"> <li>• To improvise a scene that in some way depicts a form of oppression based on a given <b>stimulus</b>. (AO1 and AO4)</li> <li>• To consider how life for women changed before, during and after Suffragette movement and use <b>drama strategies to present this contrast in performance (Cross-cutting, Flashbacks, Still Images, Thought-Track) – form and structure</b> (AO2)</li> <li>• To explore how <b>Soundscape</b> can be used effectively communicate the mood and atmosphere in a scene. (AO2 and AO4)</li> <li>• To explore how drama can be created from stimuli (visual and sound) (AO1 and AO4)</li> <li>• To explore how <b>space, levels and proxemics</b> can be used to create a series of effective <b>freeze frames</b> that provide narrative for an audience (AO2 and AO3)</li> <li>• To consider how <b>verbal communication</b> can be used to 'caption' a performance (AO2 and AO4)</li> <li>• To consider how a thought track can be developed into a <b>monologue</b> (AO1 and AO4).</li> <li>• To consider how design can be used to communicate meaning to an audience (<b>sound, lighting and costume</b>).</li> </ul> <p style="background-color: #ffcccc; padding: 2px;">Assessment: Verbal feedback, peer/self-assessments in lessons. Covering 4 assessment objectives (AO4 used throughout).</p>

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