# *KS3 Curriculum Map for Drama:*

**Drama Curriculum Intent**
The drama curriculum at KNGS intends to engage students through encouraging creativity, focusing on practical work which reflects
theatre practice and developing drama skills used made theatre makers. These skills will support progression to further study of drama and a wide range of other subjects. There are opportunities to build character, resilience and courage, promote leadership, and embed values such as respect.

**Personal development and extracurricular activities**
Within the drama curriculum there is a strong focus on building confidence and resilience as well as developing subject knowledge. The teaching environment and expectations of KNGS norms and values strives to promote a positive learning environment that allows pupils to flourish. There are a range of themes explored which allow pupils to reflect on moral and social issues such as mental health and wellbeing, equality and character education. The learning environment and the key skills of analysis and evaluation promotes and develops skills of discussion and debate. This is through both group, individual and peer assessment. We are hoping to establish the KS3 drama club lead by KS4 pupils in 2022 to develop opportunities for enrichment and extracurricular as well as student leadership.

The department actively encourages the students to develop drama skills outside of the class room. We are aware that throughout their GCSE and A level exam courses students may require some extra staff time and support in preparation for their examinations and this may happen in the form of revision session, catch up groups and extra rehearsal.

As part of the examination course the department organises theatre trips and these have involved visits to various theatres, including the National theatre. We are fortunate to have Warwick Arts theatre, Birmingham Hippodrome, Birmingham Repertory theatre, Crescent theatre and the Royal Shakespeare Company (RSC) all within close proximity to the school.

We encourage participation in enrichment activities such as Drama club and student leadership though drama subject ambassadors,
As part of our self-review we regularly consider and vary the choice of texts being studied at GCSE and A level to ensure there is opportunity to discuss themes of equality and diversity. The curriculum across all key stages offers opportunity to discuss the importance of mutual respect and tolerance of those with different beliefs.

As a department we look to build partnerships with the wider community and have previously arranged visits from outside theatre companies such as RPA (theatre in Education), director of Geese (prison theatre) and other professionals in the world of theatre and higher education related to dramatic arts.

**Cultural Capital**
The subject of Drama is rich with opportunities for developing cultural capital. The class teacher will help learners understand how, when and why additional experiences and knowledge can help them improve as lifelong learners. For example, when teaching vocal awareness, the class teacher may make links to vocal skills they use when delivering a presentation. When pupils are devising a new piece of drama work there is an emphasis on the need to show respect and have courage in their own ideas if they are to flourish in the final performance.

We also recognise that that cultural capital can be used to improve the learner's chances in succeeding in Drama. The knowledge and experiences that the cultural capital brings to the curriculum goes into creating richer and broader exploration of dramatic elements. Pupils have opportunity to draw on knowledge which does not just come from the teacher but also from the connections and comparisons made possible by their additional cultural capital. Through effective questioning the class teacher can build on this to develop the teaching groups awareness of cultural capital during the drama exploration tasks.

**Special Education Needs**
Drama is inclusive and we endeavour to support every child regardless of their level of need. Teaching is adaptive in order to support all students so that they achieve good progress. For further details of SEND support at KNGS, see our website at https://www.kngs.co.uk/about-us/special-educational-needs

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 |
|---|---|---|
| • To use bodies and sound to create a piece of **physical theatre** (AO2)<br>• To use **rehearsed improvisation** (AO1)<br>• To explore how we can use **hot-seating to develop characterisation** (AO1)<br>• To learn what a **flashback** is and how it can be used to structure a performance (AO2))<br>• To explore how **tension** can be created in performance (Pace and use of **levels** to show **status**) (AO3)<br>• To learn what **cross cutting** is and use it in performance to create a news report (style and form) (AO3)<br>• To use **still images** to begin and end the drama for dramatic effect (AO2)<br>• To explore how to show different **characters points of view** in performance using **direct address.** (AO2 and AO4)<br>• To develop and apply **drama skills** that have been learnt throughout the scheme. (AO2 and AO4)<br><br>Assessment: Verbal feedback, peer/self-assessments in lessons. Covering 4 assessment objectives (AO4 used throughout). | • To create a performance using given **stimulus (analysis)** (AO1 and AO4)<br>• To use **hot-seating** to understand the 'Given Circumstance' and subtext of a drama. (AO3)<br>• To learn what ***marking the moment*** is and use it in performance to communicate meaning to an audience. (AO2)<br>• To explore **characters** different points of view an communicate this to an audience through space and levels (blocking) (AO2)<br>• To devise a performance with a **cliff-hanger (building to a climax).** (AO1)<br>• To explore stress that teens experience and how to show it throughout a performance (devising based on a theme) (AO1)<br>• To explore the use of **devil/angel technique as a drama form** (AO2)<br>• To explore the use of **external conscience (abstract drama forms)** (AO2)<br>• To explore how to use drama strategies to show characters different views (AO4)<br>• To create a performance using a **flashback and make effective use of 'fourth wall'** (AO2)<br><br>Assessment: Verbal feedback, peer/self-assessments in lessons. Covering 4 assessment objectives (AO4 used throughout) | • To improvise a scene that in some way depicts a form of oppression (thematic) based on a given **stimulus**. (AO1 and AO4)<br>• To explore how **voice and movement** communicate meaning for an audience. (AO2)<br>• To explore how **theatre style/genre and convention** helps communicate mood and atmosphere and meaning for an audience. (AO2 and AO4)<br>• To explore **interpreting text** and exploring application of **vocal and physical skills.** (AO2 and AO4)<br>• To explore how we **create characterisation** and communicating with an audience (performance from text). (AO1 and AO4)<br>• To consider how our artistic intention is being communicated and refining, developing work making use of appropriate theatre styles and conventions **(thought-track, cross cutting, Still Images).** (AO1, AO3 and AO4)<br>• To explore the role of a **director and directing skills** - staging, voice and movement. (AO2 and AO4)<br>• To explore how **theatre design** can also communicate meaning to an audience.<br><br>Assessment: Verbal feedback, peer/self-assessments in lessons. Covering 4 assessment objectives (AO4 used throughout). |