Key Stage 3 LTP

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| **Curriculum Intent** |
| The drama department aims to create a safe and stimulating environment where we cater for students of all abilities. We aim to develop individual talents and help all students grow in confidence through active participation in drama, thrive on challenge and gain skills that will benefit them through life. Students will experience and learn about a broad range of drama styles and genres and lessons are structured to help students develop a broad set of skills as well as an overall appreciation for the arts. The development of these skills encourages self-confidence and self-awareness which link effectively to the school’s tree of values and Catholic Ethos. Drama promotes the development of the individual in a group context: roles and ideas are negotiated, problems solved, and decisions made together.We have shaped the curriculum in a thematic way so that students can appreciate schemes that work cohesively. In year 7, students experience the magical and mysterious as well as developing the core skills that will be needed in drama throughout KS3 and KS4. In year 8 students travel through history and explore drama through the ages, starting with the ancient Greeks and ending with an extremely modern production that is highly indicative of 21st Century Britain. All subject matter is treated sensitively and with thought for our vulnerable and disadvantaged learners. Where appropriate resources for individual classes will be adapted and, as a department, we will ensure that no body is made to feel ill at ease.This is a new curriculum for 2019 and thus all schemes are at present schemes in progress. We aim to evaluate their success at the end of each term in our department meetings and make appropriate changes for the year ahead.*“All the world’s a stage and all the men and women merely players.”*William Shakespeare  |

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| **Prior Learning Summary** |
| There is no specified curriculum content for drama within KS2. Therefore, we can only assume a broad range of skills and experiences. Year 7 curriculum therefore, introduces students to a range of core skills that will be required for the learning of Drama throughout KS3 and KS4. |

**The Magical and Mysterious**

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| **Curriculum Structure – Year 7** |
| A | A | A | A | A | A | A | A | B | B | B | B | B | B | B | C | C | C | C | C | C | D | D | D | D | D | D | E | E | E | E | E | F | F | F | F | F | F | F |

**Theatre through the Ages**

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| **Curriculum Structure – Year 8** |
| G | G | G | G | G | G | G | H | H | H | H | H | H | H | I | I | I | I | I | I | J | J | J | J | J | J | K | K | K | K | K | L | L | L | L | L | L | L | L |

**The Magical and Mysterious**

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| **Unit A – Introduction to Drama – Twisted Fairy Tales – Year 7 Term 1** |
| **Overview** | Introduction to Drama – Twisted Fairy TalesStudents are introduced to drama at KS3 through familiar stories that they may well know from childhood. Through the course of the lessons, students explore how to use key drama skills and work as groups. The assessment provides teachers with a baseline practical level for students. |
| **Aims** | * To introduce students to the core skills of drama including tableaux, thought tracking, audience awareness, performance skills, stage positioning, etc.
* To introduce the concept of devising and group work.
* To link cohesively to the tree of values and how these values can be demonstrated through drama and indeed fairy tales.
* To provide a baseline assessment of the students’ ability practically (AO1 & AO2).
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| **Unit B – Theatre Genre - Pantomime and Live Theatre Review – Year 7 Term 2**  |
| **Overview** | Students explore the key elements of pantomime in this unit looking at stock characters and how well known stories are adapted to pantomimes. Students will also begin to learn how to review and evaluate theatre through exposition to a pantomime at the playhouse and other clips. |
| **Aims** | * To introduce students to the genre of pantomime and how this is presented practically and in design.
* To produce a mini- pantomime.
* To appraise and evaluate a live pantomime using the year 7 pantomime trip and extracts of other performances.
* To provide a baseline of students’ ability in the written aspects of drama (AO4).
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| **Unit C – Performance from a text – the Terrible Fate of Humpty Dumpty – Year 7 Term 3** |
| **Overview** | Linking to the students’ prior and future learning, this play script ‘twists’ a well-known nursery rhyme and explores how bullying affects young people. Students will be expected to perform scenes from the script understanding how to adapt their performance by using levels, tonality and stage directions. |
| **Aims** | * To explore how actors, directors and producers take a script from page to stage.
* To develop an understanding of levels, tonality and stage directions.
* To develop core performance skills.
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| **Unit D – Devising from a stimulus – Introduction to T.I.E – Morality - Year 7 Term 4** |
| **Overview** | The work that students have done thus far deals with key aspects of morality. In this unit, students will learn about how theatre is used to educate young people and change behaviours. Students will consider the core principles of T.I.E and produce a T.I.E piece for a year 5/6 audience on a morality issue of their choice. There is potential to make further links with our feeder primary schools and perform these plays at St Osmund’s and/or other schools.  |
| **Aims** | * To explore the key aspects of theatre in Education.
* To explore the key skills of Devising and introduce students to different starting points for drama including poetry, music visual images and stories.
* To explore how morals are taught through drama and especially T.I.E.
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| **Unit E – Approaches to a text: War Horse – analysing and performing characters – Year 7 Term 5 5** |
| **Overview** | Keeping in mind the idea of magic from earlier unit this term students will look at how a piece of theatre is able to suspend belief for the audience. The students will study a modern classic in warhorse initially exploring it from a point of view of an actor and how an actor would get across a key moment in modern history, WW1.  |
| **Aims** | * To explore the text practically and in analysis developing the skills of performance and analysis.
* To explore rehearsal techniques used by actors and directors to help students understand their characters.
* To perform a key scene of the text using key performance skills.
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| **Unit F – Approaches to a Text: War Horse – Costume, puppetry and set design – Year 7 Term 6** |
| **Overview** | Furthering the studies of term 5, students will develop their understanding of production by looking at all of the elements of production beyond acting alone with a focus on warhorse. Students will examine the principles of puppetry as well how the set, costume and lighting design affect productions.  |
| **Aims** | * To explore how a full production is realised.
* To explore key principles of set, costume and lighting design.
* To explore how actors use puppetry within theatre.
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**Theatre through the Ages**

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| **Unit G – Introduction to Greek Theatre: Year 8 Term 1** |
| **Overview** | Greek theatre is one of the key building blocks of modern theatre. In this unit, students will explore key ideas of Greek theatre and use the techniques to explore practically Greek Mythology.  |
| **Aims** | * To explore the staging of Greek Theatre and the importance of Amphitheatre.
* To explore key Greek Theatre Techniques including chorus, mask work
* To develop understanding of Comedy and Tragedy.
* To expose students to classical Greek Mythology, thus building their cultural capital.
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| **Unit H – Theatre Genres: WW2 Evacuees**  |
| **Overview** | Pupils will learn about the evacuation process in World War 2 and the effect it had on children. They will view the evacuation process from a parents, host and child's point of view. We will explore each step of the process and the feelings and emotions that would have been felt. They will be challenged to consider how to conduct difficult conversations. They will discover real life stories and aim to demonstrate the emotions that would have been felt in a final performance at the end of the term.  |
| **Aims** | * To explore real life stories of evacuees
* To develop students sensitivity to difficult topics, and how to have difficult conversations.
* To perform a devised scene using a stimulus.
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| **Unit I – Developing Key Skills: Physical Theatre –Alice in Wonderland: Year 8 Term 3** |
| **Overview** | Students have explored physicality in their units thus far but this is now developed into a late 19th century British setting through exploring specific elements of physical theatre through the work of Lewis Carroll and Alice in Wonderland. Students will learn about the techniques of Berkoff, Frantic Assembly and Dv8 to understand about how performances can be stylised and non-naturalistic.  |
| **Aims** | * To create a non-naturalistic performance from a stimulus
* To use bodies and voices imaginatively and creatively
* To draw on the techniques of Berkoff, Frantic Assembly and DV8
* To explore key physical theatre techniques including warm ups, choreography, mirroring, basic lifting techniques and building blocks.
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| **Unit J – Devising from a Stimulus: Homelessness using Physical Theatre and Verbatim: Year 8 term 4** |
| **Overview** | Moving firmly into the twentieth century with a unit that develops skills of devising and understanding of both physical theatre and verbatim. Students will draw on the novel, stone cold as well as the real life accounts of homeless people to present theatre that tackles the issue. Links will be made with the charity Alabare and references made to the Big Sleep. |
| **Aims** | * To explore a social issue of the twentieth century through physical theatre and verbatim.
* To research homelessness and the impact that it has.
* To develop literacy skills through the reading of sections of Stone Cold.
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| **Unit K – Approaches to a text: Curious Incident Play: Year 8 Term 5** |
| **Overview** | Building on the skills learned in terms 3 and 4 students will study a play that explores physical theatre. The play is has been staged by Frantic Assembly so students will utilise their learning of physical theatre to explore the play practically. They will also explore how lighting, design and costume have been used within a production to develop their key skills.  |
| **Aims** | * To explore a text practically and in design
* To explore rehearsal techniques used by actors and directors to help students understand their characters.
* To perform a key scene of the text using key performance skills.
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| **Unit L – Putting on a mini production with a historical theme: Year 8 Term 6** |
| **Overview** | Students will use all of the key skills that they have garnered in the year to put on their own mini show in larger groups. The aim is for some of these plays to be performed in a summer showcase. The students will select a play from a historical repertoire and produce it through performance and design.  |
| **Aims** | * To explore a text practically and in design
* To understand the role of the producer
* To explore rehearsal techniques used by actors and directors to help students understand their characters.
* To perform a key scene of the text using key performance skills.
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