

DRAMA	Y7 Drama ARE
<b>Terms 1-3 (At KS3, students have one term of Drama each)</b>	
<b>Knowledge and Understanding</b>	<p style="text-align: center;"><b><u>Intro to Drama</u></b></p> <ul style="list-style-type: none"> <li>- Introduction to a variety of extracts of scripts</li> <li>- How to create performances to show the rest of the class.</li> <li>- Knowledge of the key theatrical conventions i.e. upstage, downstage etc.</li> <li>- Understanding of key ideas for theorists</li> <li>- Staging and theatre conventions</li> <li>- Importance of setting</li> <li>- Corpsing/freeze frames/thought tracking/ character profiles/ mime/ facial expressions/body language/soundscape/vocal &amp; body warmups/ proxemics, levels</li> </ul> <p style="text-align: center;"><b><u>Greek Theatre</u></b></p> <ul style="list-style-type: none"> <li>- Introduction of reflection on the creating and performance as a process and how to consider this constructively for self and peer assessment.</li> <li>- Exploring the role of the Greek Chorus and establishing connections with the purpose of a narrator.</li> <li>- Greek mythology, Amphitheatre, chorus, orchestra, skene, morals, tragedy.</li> <li>- Use morality and purpose of Greek theatre to re-create Greek theatre performance, and devise modern day Greek theatre performances.</li> </ul> <p style="text-align: center;"><b><u>Devising</u></b></p> <ul style="list-style-type: none"> <li>- Introduction to devising as a concept including exploration of key terms devising and stimulus.</li> <li>- Students interact with a variety of stimuli linking to historical artefacts, images, music and poetry.</li> <li>- To develop confidence in regularly performing in front of peers.</li> <li>- To develop students ability to comment critically on their own and their peers performances</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Group work, problem solving, speaking in front of an audience, mime, improvisation, dynamics, pitch, tone, pace, pronunciation, projection.</li> <li>- Development of character, development of narrative, perspectives/interpretations, rehearsal process, group work, script writing, subtext.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- One multiple choice theory assessment based on knowledge of key design elements/understanding of practical Drama terms.</li> <li>- Practical scripted performance using success criteria to consider rehearsal and final performance.</li> <li>- Practical assessment with success criteria in relation to creating a modern day Greek Theatre performance.</li> </ul> <p><b><u>Creating Assessment Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Can work effectively within rehearsals with some reminders to stay on task</li> <li>- Understand and perform the key elements of a script with confidence</li> <li>- Can create initial ideas stemming from the stimulus</li> <li>- Can create a performance with clear links to style of theatre- Greek Theatre</li> <li>- Can create a moral/message/ narrative arc within performance</li> <li>- Can communicate well within group work: listening and contributing ideas</li> </ul> <p><b><u>Performing Assessment Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Can speak clearly to the audience</li> <li>- Confidence to perform in front of peers</li> <li>- Ability to perform cohesively as a group</li> <li>- Mainly tried to stay within character/may corpse on occasion</li> </ul>

**Reflection Assessment Criteria**

- Can establish and justify connections between theme and SCHP context.
- Makes clear evaluative comments in self-assessed work.
- Students can establish the key strengths and areas for development in relation to the different stages of creating a performance.
- Can make some comment on self and peer assessment with potential constructive elements
- Can comment on the effectiveness, positives and negatives of different design elements in relation to performance

DRAMA	Y8 Drama ARE
	<b>Terms 1-3 (At KS3, students have one term of Drama each)</b>
<b>Knowledge and Understanding</b>	<p style="text-align: center;"><b><u>Theatre Review</u></b></p> <ul style="list-style-type: none"> <li>- Recap of theoretical understanding and approaches to theatre. Application of knowledge and understanding of approaches to acting, design and the key roles within the theatre.</li> <li>- Students watch a performance and create a live theatre review to analyse and evaluate the effectiveness of the different design and practical elements within a performance.</li> <li>- Students will then establish their own opinions of the performance and begin to justify any areas they believe they would alter/improve in any way and how they would do this. Students will have the opportunity to consider how they would approach the acting and design elements within the performance.</li> <li>- Development and recap of knowledge of key design elements including... <ul style="list-style-type: none"> <li>- Set</li> <li>- Lighting</li> <li>- Costume</li> <li>- Props</li> <li>- Sound</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Conflict in Shakespeare</u></b></p> <ul style="list-style-type: none"> <li>- Understanding of conflict as a theme and how this is presented within Shakespeare's plays.</li> <li>- Students will explore all 4 types of conflict across a variety of Shakespeare plays including, Romeo and Juliet, Macbeth, A Midsummer Night's Dream, The Winter's Tale, Twelfth Night</li> <li>- To consider the social, cultural, political and historical context of performing during Shakespearean times and how the impact this had on the themes, texts, characters and approaches to performance.</li> <li>- Relating Key themes within Shakespearean plays to the context and relatability of situation which occur modern day.</li> <li>- Development of performance skills in relation to developing character, relationships, conflict and communication with the audience.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Evaluation, analysis, group work, high reading skills, identifying and evaluating key design and performance elements, performing in front of peers, giving constructive feedback, use of voice, use of body, subtext, context, stage types, interpretation of performance, development of character.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Written theatre review based on a performance by an established theatre company. Students will also be assessed on their ability to relate their theoretical knowledge and understanding in relation to how this was used in the performance.</li> <li>- One texted Shakespeare performance (duologue) based on some performance success criteria.</li> </ul> <p><b><u>Creating Assessment Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Can work effectively within rehearsals with minimal reminders to stay on task</li> <li>- Understand and can implement ideas surrounding the key design elements of performance</li> </ul>

- Ability to give constructive feedback to peers
- Can begin to implement key contextual ideas on design and performance approaches
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**Performing Assessment Criteria**

- To stay within character throughout the performance (avoid 'corpsing')
- To begin to utilise both the body and voice to some effect
- To begin to create a semi convincing character
- Can communicate some elements of relationship and emotion to the audience

**Reflection Assessment Criteria**

- Analyse and evaluate the effectiveness of a professional performance
- Consider the intentions and approaches of the director, actor and designer  
To show how performance elements can be used to create an impact on the audience
- To identify and establish connections between theoretical and design approaches and the use in a performance
- Can begin to comment on how the context may influence the style of performance, key themes and plot
- Ability to give personal opinion on performance and design elements with some justification

DRAMA	Y9 Drama ARE
<b>Terms 1-3 (At KS3, students have one term of Drama each)</b>	
<p><b>Knowledge and Understanding</b></p>	<p style="text-align: center;"><b><u>Text Study</u></b></p> <ul style="list-style-type: none"> <li>- Student exploration of text with key themes linking to potential GCSE text. Key focus on practical exploration and understanding approaches to design to create a performance.</li> <li>- Consider the roles, approaches and understanding of SCHK required to create an effective and impactful performance which considers the playwrights' initial intentions.</li> <li>- Consider character, subtext, narrative, structure, approaches to performance, themes, script as a form and communicating effectively with the audience.</li> </ul> <p style="text-align: center;"><b><u>Devising in Relation to a Key Practitioner</u></b></p> <ul style="list-style-type: none"> <li>- Key focus on devising and approaches to devising developed from a variety of stimuli linking to specific SCHK elements relevant today.</li> <li>- Specific introduction and exploration of approaches to devising connected to a range of practitioners: Brecht, Frantic Assembly, Stanislavski and Artaud.</li> <li>- Each week will be broken down into a key practitioner and theme for students to make a relevant narrative from the stimulus with clear justification.</li> </ul>
<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>- Team work, leadership, adaptation, establishing connections between performance and theme, establishing connections between performance and SCHK, justification, evaluation, analysis, interpretation, audience communication.</li> <li>- Development of narrative, creating character, application of acting approaches, design elements, establishing connections between initial stimulus and narrative/theme.</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>- Written response to take on the role of either the director/actor or designer.</li> <li>- Ongoing assessment of student interaction with stimulus and performance linking to creating and performing assessment criteria.</li> <li>- Ongoing booklet assessment of written accompaniment: week 1 and 2 initial work with stimuli, week 3 and 4 working on the reflection of the overall process, finally 5 and 6 focusing on the reflection of the final performance.</li> </ul> <p><b><u>Creating Assessment Criteria</u></b></p> <ul style="list-style-type: none"> <li>- Can work effectively within rehearsals</li> <li>- Understand and can implement the key elements of a script and script work</li> </ul>

- Identifies and establishes clear connections between the stimulus and final performance.
- To include clear ideas with relevance to the initial stimulus
- Can create a performance with a clear narrative

#### **Performing Assessment Criteria**

- Can begin to communicate character and intentions to the audience
- Utilises the body and voice with clear intention and some effect
- Can begin to develop an impact on the audience throughout key moments within performance
- Ability to communicate playwrights intentions of character, narrative and theme within performance

#### **Reflection Assessment Criteria**

- Can establish and justify connections between theme and SCHP context.
- Makes clear evaluative comments in self and peer assessed work.
- Students can establish the key strengths and areas for development in relation to the different stages of creating a performance.
- Can clearly understand and apply knowledge of the key practitioners in relation to self and peer assessment.
- Ability to reflect on the performance process as a whole including, the initial interaction with the stimulus, the rehearsal and development process, and the final performance.