



THE ARNEWOOD SCHOOL

KEY STAGE 3 DRAMA



Implementation:

Pupils' transition to KS3 Drama, will ensure development of co-operation, concentration, commitment and control. Pupils use of different performance styles and techniques will progress into more complex and creative pieces of theatre, stronger use of team work and communication skills. Pupils will develop their skills through the three assessment areas of: making, performing and responding.

Year 7:

Half term	Curriculum focus	Landmark assessment
Autumn 1 Introduction to Drama	To introduce the students to the notion of the four Cs: concentration, co-operation, commitment, control whilst developing their ability to create meaning through use of physical skills.	Baseline assessment – ability to use the 4 C's, create a performance with a clear narrative, to be able to work as part of a group. An introduction to the three areas of assessment: making, performing, evaluating.
Autumn 2 Pantomime	An introduction to the conventions of British Theatre history; Pantomime. To understand and be able to create stock characters, pantomime techniques such as; the aside, audience participation, direct address and slapstick. A basic introduction to Stanislavski's principal of units to aid learning lines.	Continual formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of making, performing and responding skills in a scripted performance.
Spring 1 Storytelling	Exploration of the principles of storytelling with a focus on stories from other cultures. Students will explore what makes a good story, consider	Continual formative assessment of group work, sharing of ideas, analysis and evaluation.





	the role of the storytellers themselves, and have the opportunity to devise their own pieces of drama.	A summative assessment of making, performing and evaluation skills in a devised performance.
Spring 2 Storytelling	Exploration of the principles of storytelling with a focus on stories from other cultures. Students will explore what makes a good story, consider the role of the storytellers themselves, and have the opportunity to devise their own pieces of drama.	Continual formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of making, performing and evaluation skills in a devised performance.
Summer 1 Ernie and The Incredible Illucinations	An introduction to the term 'Page to Stage', and are tasked with bring a script to life, demonstrating knowledge of characters, themes and comedy. Pupils will understand script layout and begin to explore different roles within the theatre.	Continual formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of making, performing and evaluation skills in a devised performance. Written analysis and evaluation assessment.
Summer 2 Harry Potter and the Cursed Child	Development of skills in characterisation, how to use the key performance skills of physicality and vocal skills to play a character different from yourself. Learners will be introduced to the concept of mood and atmosphere and how acting skills can develop this. Development of Stanislavski's use of units and now also objectives to help characterisation skills and line learning skills.	Formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of performance skills in a scripted performance.





Year 8:

Half term	Curriculum focus	Landmark assessment
Autumn 1 Sparkleshark	Development of pupils' knowledge of 'Page to Stage' through exploration of the theme of bullying. Exploration of the role of a director and how to create dramatic intentions on stage.	Continual formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of making, performing and responding skills in a scripted performance
Autumn 2 Physical Theatre	An exploration of physical theatre techniques, including lifts, balances and movement sequences. An introduction to the theatre company Frantic Assembly.	Continual formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of making, performing and evaluation skills in a devised performance.
Spring 1 Careers in the Arts	An introduction to the different careers in offer within theatres from light, set, sound and costume design, stage fighting choreographers and make up artists.	Continual formative assessment of exploration of the different careers, sharing of ideas, analysis and evaluation.
Spring 2 Careers in the Arts	An introduction to the different careers in offer within theatres from light, set, sound and costume design, stage fighting choreographers and make up artists.	A summative assessment of individual presentation of chosen design skill.
Summer 1 Stanislavski and duologues	An introduction to the techniques of Stanislavski and the demands of a Naturalistic Performance. Development and application of the techniques will be explored through the rehearsal and performance of a duologue.	A summative practical assessment of a scripted performance and a written evaluation of another performer.





Summer 2 Stage Shapes	An introduction to the stage shapes: Proscenium Arch, thrust, traverse, in the round and promenade. Exploration of techniques required to perform successfully for the different stage shapes.	Formative assessment of group work, sharing of ideas, analysis and evaluation. A summative assessment of performance skills in a devised performance.
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Extra-curricular

Drama runs an extremely active extra-curricular program of events, pupils have the opportunity to be involved in; the whole school production, KS3 Drama club, performance evenings and school concerts. As well as this we organise a wide range of trips to both local theatres and the West End, we ensure the trips cover a range of budgets to make them accessible to all. The year is culminated in the Expressive Arts Awards Evening to celebrate the progress and effort made by students.

