THE ARNEWOOD SCHOOL KEY STAGE 3 DRAMA

Implementation:

Pupils' transition to KS3 Drama, will ensure development of cooperation, 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.

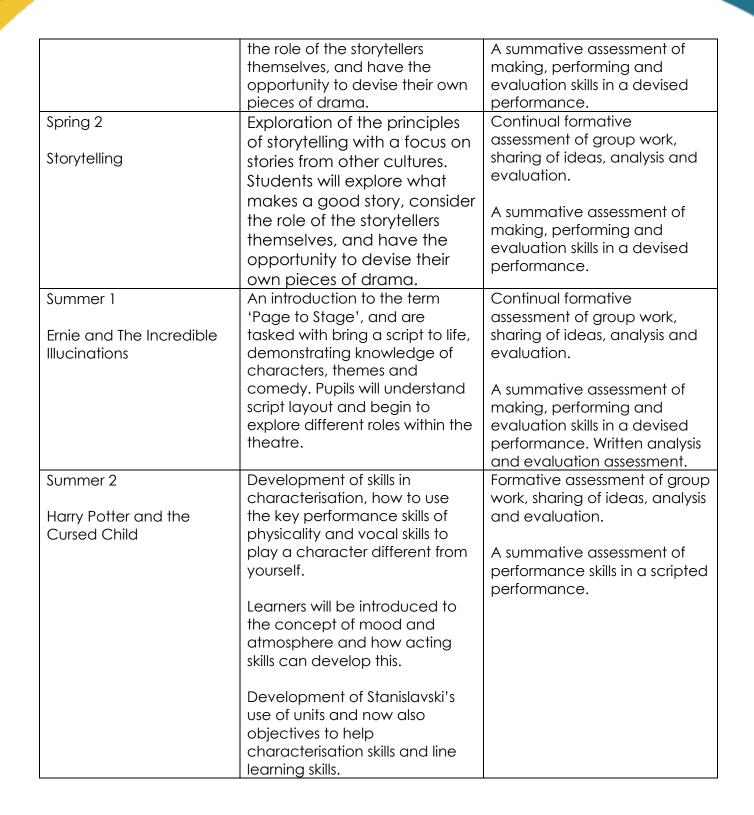
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Year 7:

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



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Year 8:

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



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

