During KS3, students develop a range of skills through the medium of drama. They learn how to express themselves creatively, perform confidently, understand commitment to their role and to others and develop life-long social skills such as cooperation and communication.

The aim of drama at KS3 is to introduce students the fundamental skills that are needed to successfully portray a character as well as the varied ways in which a production can be staged.

As performers we look to develop their physical and vocal skills to communicate story, emotion and character. As creators, students introduced to a range of styles and practitioners, exploring how ideas can be communicated in naturalistic and abstract ways. Each scheme of work builds on existing skills which are fundamental to any drama production and introduces new skills which are more specific to that topic’s style. As they progress throughout Key stage 3 they are introduced to more challenges topics, exploring how they can be effectively and sensitively communicated.

Throughout each topic students are asked to reflect on the work they have created and identify specific steps they can take to improve; this is done both verbally and in written form. In the second half key stage 3 students also begin to justify the choices they make in theatre and how they relate to impact on audience.

### Curriculum Content Year 7

<table>
<thead>
<tr>
<th>Theatre Skills</th>
<th>Pantomime</th>
<th>Another world/Ernie’s incredible illucinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The 5 Ps of voice</td>
<td>• Characterisation through voice and body</td>
<td>• Abstract theatre</td>
</tr>
<tr>
<td>• Improvisation, blocking &amp; devising</td>
<td>language</td>
<td>• Physical theatre – DV8 &amp; frantic assembly</td>
</tr>
<tr>
<td>• Freeze frames, thought tracking, mime</td>
<td>• Script work</td>
<td></td>
</tr>
</tbody>
</table>

### Rotation 1: Bugsy Malone

- Script work & devising
- Marking the moment
- Use of monologue
- Accent

### Rotation 2: Flannan Isle

- Technical design/semiotics
- Abstract theatre: choral speaking, mime & non-linear narratives

### Curriculum Content Year 9

**Students study Drama on rotation in 2 five week blocks a year, during which they have 3 lessons a week.**

- Theatre in Education as a style
- Devising for a specific audience
- Naturalistic theatre
- Portfolio documentation

### Rotation 1: TIE Youth Crime

- Monologue and duologue
- Theatre reviews
- Introduction to text analysis and presentation

### Rotation 2: Blood Brothers
### Curriculum Aims KS4

Throughout the course students develop a deeper understanding of how to create and portray characters and how they relate to other characters with them onstage. They also explore a variety of styles and genres of theatre and in doing so can choose the best methods to communicate their desire intention to their audience. Through practical and written work they will demonstrate their understanding of how semiotics contribute to a production and support the actors onstage. Students also use this knowledge to develop their analytical skills when it comes to reviewing existing works of theatre.

Students gain a practical understanding of drama, and apply this knowledge to their performances as they develop their practical skills. Students can choose to be a performer or can take on the role of designer in lighting, sound, set or costume. Students must choose one role throughout the component but can choose different roles throughout the course.

### Curriculum Delivery KS4

Students will have 5 lessons of Drama a fortnight.
Final Examinations take place in June of year 11.
Practical Exams take place during the course first 2 terms of year 11 to allow focus on written exam in June.

### Curriculum Content

#### Year 10

- **C1 devising from a stimulus Portfolio C2**
- **C3 presenting and performing a text**
- **Proforma**
- **Live theatre review**
- **Section A-Blood Brothers**
- **Presenting a text (theory)**

#### Year 11

- **OCR GCSE Drama**
  - **Written Exam 40%**
  - **Practical 60%**
    - Devising drama 30%
    - Presenting and performing texts 30%
  - Theatre skills
  - Staging, genre & performance style
  - Devising from a stimulus
  - Live theatre review
  - Features of production, social, historical context
  - Scripted extracts: Blocking, characterisation, impact on audience, communication to audience