

Drama

Key Stage Three Curriculum

2020-2021

	Semester 1 (sept – end of Nov)		Semester 2 cont.	Semester 3 (March –May)		Semester 4 (June-July)
Year 7	<p>Myths and Monsters</p> <p>Students will study the myths of Pandora’s Box and Hades and Persephone. They will use these to these to create their own work.</p>	P R O G R E S S T E S T	<p>19th Century living in London</p> <p>Students will study ‘Oliver Twist’ by Charles Dickens. They will learn about life in Victorian England and how the characters would have felt in that situation. They will discover empathy and understanding of others.</p>	<p>Truth and deceit</p> <p>Students will study ‘Much Ado About Nothing’ by William Shakespeare. They will study healthy relationships and delve into the characters with the play.</p>	P R O G R E S S T E S T 1	<p>Poetry: Character Anthology</p> <p>Students will study a range of poetry from different time periods that are linked by their description of character. They will use these as a stimulus to combine all the skills they have learnt throughout the year and create their own performance</p>
Assessment	<p>Performance- devise the story of Hades and Persephone.</p> <p>Written evaluation</p>		1	<p>Performance- scene where Dodger takes Oliver on his first pick pocketing job.</p> <p>Written evaluation of performance</p>		<p>Performance- re-enact the ending of the play in modern day using your own dialogue to show comprehension.</p> <p>Written evaluation of the performance</p>

	Semester 1 (sept – end of Nov)		Semester 2 cont.	Semester 3 (March –May)		Semester 4 (June-July)
Year 8	<p>Gothic Fiction</p> <p>Students will study novels such as The Woman in Black by Susan Hill and Dr Jekyll and Mr Hyde by Robert Louis Stevenson. They will explore extracts from the novel and work in off script improvisation.</p>	P R O G R E S S T E S T 3	<p>Students will study ‘Romeo & Juliet’ by William Shakespeare.</p> <p>They will study healthy relationships and delve into the characters with the play. They will also perform extracts off script whilst also continuing to develop their confidence with the language.</p>	<p>Students will study A Monster Calls by Patrick Ness.</p> <p>They will understand how to empathise with the protagonist and use the novel as a stimulus to devise a piece.</p>	PROGRESS TEST FOUR	<p>19th Century Crime Writing</p> <p>Students will study Sherlock Holmes and the short stories by Arthur Conan Doyle. They will learn what makes a crime story and how use this to inform their performance.</p>
Assessment	<p>Performance- create your own horror story</p> <p>Written evaluation</p>		<p>Students can choose a scene they would like to perform in groups of 5 for assessment. The scenes are:</p> <ul style="list-style-type: none"> • Brawl Scene • Party Scene • Balcony Scene • Mercutio Death e scenes are: <p>Written evaluation of own performance or peer performance</p>	<p>Performance- create a TV advert</p> <p>Written evaluation</p>		<p>Performance- students will devise and stage their own crime drama</p> <p>Written evaluation of own performance or peer performance</p>

	Semester 1 (sept – end of Nov)		Semester 2 cont.		Semester 3 (March –May)		Semester 4 (June-July)	
Year 9	<p>Superstition, family and friendship</p> <p>Students will study the play Blood Brothers by Willy Russel. They will look at the social historical context of the script and understand where Russell got his inspiration. They will also explore the characters and have an opportunity to delve into the reasons they acted the way they did.</p> <p>Also the written paper text for GCSE Drama should the students opt for the subject.</p>	P R O G R E S S T E S T	Rotation Repeat	P R O G R E S S T E S T	Rotation Repeat	P R O G R E S S T E S T	Rotation Repeat	P R O G R E S S T E S T
Assessment	<p>Students will perform an extract from the script in groups. They will be able to choose it and must be true to the playwright’s intentions. This will be marked out of 20.</p> <p>Students will also complete 8 questions out of 50 in a timed assessment.</p>							

Year 7 Drama : Greek Myths

Core Knowledge And Cultural Knowledge (KNOW)

- Comprehend the stories of Pandora's Box and Hades & Persephone
- Off text improvisation using the myths as a stimulus
- Writing from the perspectives of the characters in the myths
- Learn how to use still images with confidence and consistency
- Listening skills for the first unit

- Confidence and creativity- being able to hold a still image as a character
- Working as a team and listening skills- communication
- Understanding the origins of Greek Myths

SHOW

- Recall 10 things you know about Greek Myths
- Read the story of Pandora's Box and Hades & Persephone
- Create 3 still images showing what came out of the box. Describe it in a paragraph
- Adapt into a role play
- Write a God Glossary of all the gods you know and all of their powers.
- Write a summary of Pandora's Box- retrieval practise.
- Read the 12 labours of Hercules. Write your own 13th Labour. Devise and perform
- Write a diary entry of how Pandora felt when she opened the box- 8 still images telling the story
- Write a monologue from the perception of a character from H&P
- Assessment- Act out the story with narration, bringing it into modern life

Year 7 Drama: 19th Century Literature Oliver Twist by Charles Dickens

Core Knowledge And Cultural Knowledge (KNOW)

- Experiment with thought tracks and the feelings of a character
- Experiment with non verbal communication and understand how it important to tell a story
- Scriptwriting- how to do this successfully
- Conscience Alley- how to do this successfully
- To learn how to empathise with the orphans in the workhouse
- To understand the conditions in a city in Victorian England
- How some people in society are being represented negatively.
- The class divide in Victorian England.

SHOW

- To take part in a teacher in role activity as a class.
- Create 5 still images showing a typical day in the life-add a thought track
- Devise a scene that continues the story after Mr Bumble finds Oliver- using non verbal communication
- Bring Scene 1 to life- read through, rehearse and perform
- Listen to the song WHERE IS THE LOVE- imagine what Oliver is imagining where he is alone at Sowerberry's. Create a still image of this.
- Discussion surrounding empathy
- Discussion- what kind of person is the Artful Dodger, and how is he represented?
- Write a short script when Oliver meets the Artful Dodger.
- Create a scene where the Artful Dodger takes Oliver Twist on his first pick-pocketing job
- Evaluation of final performance

Year 7 Drama: Much Ado About Nothing by William Shakespeare

Core Knowledge And Cultural Knowledge (KNOW)

SHOW

Exploring and understanding a Shakespearian script

To be able to portray a scene with accuracy and control

To be able to comprehend and digest complex language

To learn about the subtext to the story

How people feel the night before they get married

How to respond if someone has made a lie about you

The role of women and men in society

War

Feminism

- Students will recap at the start of every lesson if they have learnt any more information from the play.
- Students will create a whole class Whoosh, telling the story as a class and using improvisation
- Students will create a tableaux showing the 8 key moments of the play with accuracy and control
- Students will explore the characters of Don John and Don Pedro, creating a context map of everything they know about the characters
- Students will create a scene set in modern day, about a lie that is untrue that could ruin friendships.
- Students will write 2 contrasting school reports for Don John and Don Pedro.
- Students will take a mark questions quiz halfway through the unit with everything they have learnt so far
- Students will create a scene using the Jeremy Kyle show as a scenario telling us about Hero's affair
- Students will write a diary entry as Hero or Claudio the night before the wedding
- Students will write a letter to an Agony Aunt asking for help and advice from a character in the play
- Students will devise their own ending for Much Ado. It is encouraged to make it into a tragedy rather than a comedy.

Year 7 English: Character Poetry Anthology

Core Knowledge And Cultural Knowledge (KNOW)

- Understand key themes within a poem
 - To write a monologue, using the thoughts and feelings of a character in The Clown Punk
 - To empathise with the characters within a poem
 - To expand from a poem and think as the writer
 - To think and write off text, using the writer's original intentions, to expand and develop the story and characters
- Putting yourself into other's shoes: how would the sailors feel when they discover there is a 'monster' in the sea beneath them
 - Stereotypes and perceptions: how the world views people who are different
 - Evacuees- WW2 and today. How they feel leaving home.

SHOW

- Describing the monster in their own words
- Create a scene- sailors are in the ship and they have just discovered there is a monster in the sea below. What do they do?
- Write monologue describing how the man in The Clown Punk felt. Perform
- Individual task-pack a bag showing what you are taking with you as an evacuee.
- Create a scene-first day at a new school. Playground, classroom and lunchtime.
- 6 still images dropping your child off at the train station and saying goodbye. Include thought tracks.
- Assessment-going back to your hometown after war. How do you feel? What do you see?

Year 8 English: Gothic Fiction

Core Knowledge And Cultural Knowledge (KNOW)

- Understanding what makes a novel have tension and atmosphere and how can this be brought onto the stage?
- Learning how an actor can morph from Jekyll to Hyde using their characterisation and physicality skills
- Students will learn how to create a horror performance, inspired by The Woman in Black
- How to create an effective still image
- How to prepare and perform a piece, with accuracy and control

- Confidence and creativity- being able to hold a still image as a character
- Working as a team and listening skills- communication
- Understanding the context of Strange case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson, and The Woman in Black by Susan Hill

SHOW

- Recall- what do you already know about Gothic Fiction
- Create still images of the opposites. How are they different?
- Create 6-8 still images with key moments from the play
- Brainstorm Jekyll and Hyde and their personality traits
- Create 3 physical characteristics for Hyde and 3 for Jekyll.
- Create a scene that first night when he morphed into My Hyde
- Complete an Arthur Kipps stress chart
- Brainstorm the 2 pictures
- Use narration to stage the opening of the novel- include soundscape
- Discussion based on horror films, and what makes them so scary
- 6 still images to recap The Woman in Black
- Create a horror performance with a 'scary' mysterious character

Year 8 Drama: Romeo & Juliet by William Shakespeare

Core Knowledge And Cultural Knowledge (KNOW)

- To learn how to read and deliver a Shakespearian script
 - To recap characterisation skills from the previous topic and develop them further
 - To learn how to develop a script further using imagination and playwright context
 - To understand how to create atmosphere and tension in a performance piece
- Morality- to understand right and wrong.
 - Arranged marriages- where do they stand today
 - Gang culture and revenge - fighting for the sake of fighting
 - Ethics- should the Priest have done what he did?
 - Parental support- forcing your child down a path that they might not want

SHOW

- Choose 5 key moments and create 5 still images with a thought track
- Conscience Alley- Romeo & Juliet walk down and students speak their thoughts.
- Discussion- what does the prologue mean and how does this help to tell the story.
- Discuss thoughts behind an arranged marriage.
- Create a scene between a daughter and her parents telling her she must have an arranged marriage
- Create a party scene with Romeo entering with his friends
- Assessment lesson- choose one of four scenes to perform for their assessment. Write written evaluation, either from their own performance or that of a peer.

Year 8 Drama: A Monster Calls by Patrick Ness

Core Knowledge And Cultural Knowledge (KNOW)

SHOW

- Students will study the novel A Monster Calls by Patrick Ness
- Students will learn about the way grief is dealt with by people younger and older
- Students will learn to empathise with another who is different to yourself
- Students will create a physical theatre piece, using a piece of text as a stimulus
- Students will use over exaggerated characterisation to create a TV advert selling a product

- How bereavement effects young people
- How to cope with bullies and negative friendships
- Honesty- being able to speak to an adult about how you are feeling
- Family connections- how important family is to you
- Empathy and understanding of others

- 10 things you already know about A Monster Calls by Patrick Ness
- Create one still image per theme: hidden emotions, grief, friendship, bereavement, truth, family
- Choose one of the duos to devise an off text improvisation and perform
- Brainstorm how Conor feels about his Mum, Dad, Nan, Lily, Boys at school
- Create a physical theatre sequence in response to a piece of text
- Writing in role as Conor the protagonist- Write a statement or apology letter to his Head of Year about a fight he has been in
- Create a tableaux for one of the 'monsters' stories.
- Write a list of all the things people are afraid of
- Physicalise them in the form of your own 'monster'.
- Create a product you can use to combat your fear-monster. Create a TV advert selling it

Year 8 English: 19th Century Literature – Sherlock Holmes

Core Knowledge And Cultural Knowledge (KNOW)

- To recap how to perform a soundscape using choral speech and organic sound
 - To devise off script being inspired by a stimulus
 - To recall information learnt in English lessons and be confident enough to adapt from page to stage
 - To interview someone in order to find out detailed facts
- At the time of Sherlock Holmes, think about Victorian England and what was going on.
 - Thinking about the criminal justice system and how people get caught committing crimes
 - To apply for a job thinking about all the skills you possess for that particular vacancy.
 - To be inspired by a novel and the complex personalities of the characters

SHOW

- What do you already know about Sherlock Holmes?
- Create your own detective using the sheet in booklet – think of characteristics and traits.
- Comprehension of a clip- what traits does Sherlock have and what clues about the client help Sherlock in his quest.
- Client meeting scene- Groups of 3 to question client. Focus on characteristics and clues.
- Write a personal statement applying for the job as detective.
- Brainstorm-what qualities do you think a villain has?
- Complete a role on the wall for a villain of your choice.
- Interview at the jewellery shop- Holmes & Watson to investigate the shop.
- Look at pictures of crime scene- think as Sherlock would to solve the crimes
- Create a scene where Homes & Watson are on the hunt for the villain
- Create a soundscape for a haunted house
- Create a scene inspired by the Sherlock Holmes stories

Year 9 Drama: Blood Brothers by Willy Russell

Core Knowledge And Cultural Knowledge (KNOW)

- To identify and explain the disadvantages and advantages of 8 different types of staging using for Blood Brothers
 - To explain how the characters can be identified by their costume and props
 - To learn the social historical cultural context of the play and how these can be found within quotes in the play
 - To learn how to direct and rehearse the end scene to build suspense and atmosphere
 - To know how to show the intention behind one line of dialogue
- Understanding life in Liverpool 1950-1980
 - Understanding the welfare state and how this impacted society
 - The perceptions of women- how the rich and poor differed and their opinions towards them
 - Factory life and aspirations- choosing a life vs the life that chose you
 - Morals and ethics- understanding peer pressure and how this can influence a vulnerable person
 - Understanding what superstition is and what it means
 - Exploring friendship and relations

SHOW

- Reading through a script using characters voices
- Regular 'pop quiz' to test knowledge intermittently
- Complete role on the walls to engage further with characters
- Learn the advantages and disadvantages of the 8 main types of staging
- To be able to name the social, historical, cultural contexts within the play. Also to be able to identify quotes to support these
- To respond to exam type questions, getting students thinking about the structure of their answers to achieve the marks
- Thinking as an actor, how can you portray your character in just one line. Demonstrate in different ways
- Create a sound and lighting cue sheet for the end scene
- Perform a monologue from the script
- Write a list of all the props and costume each actor would need to portray their character and justify
- Recreate the end scene (rehearse and perform) but using one of the 8 stages learnt previously
- Create a trailer for Blood Brothers using mood and atmosphere
- Adapt a scene from the play, setting it in modern day London, focusing on the perception of the two Mothers.
- Performance and written assessments