

Key Stage 3 Subject Timeline Year 7 to 8

Subject: Drama

Exam Board: N/A

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Topics	<i>Introduction to drama</i>	<i>Panto</i>	<i>Mask Work (Basic)</i>	<i>Script Skills</i>	<i>The Big Read</i>
Key skills and Concepts	<i>Understanding Drama Improvisation Characterisation Tone of voice Still images Thought tracking Hot seating Script reading Group work</i>	<i>Understanding Drama Improvisation Characterisation Tone of voice Narration Stock Characters Script reading Group work</i>	<i>Still images Characterisation Narration Time management Transitions Performance Skills Script reading Mime</i>	<i>Time management Transitions Performance Skills Script reading Characterisation Learning Lines</i>	<i>Design elements Creating set and costume designs Page to stage Character Whole class performance</i>
Threshold Concepts	Students will interact using drama games to build relationships with peers. Students will assess different characters and how they are portrayed. Still images or freeze frames allow the students to look at a piece in time which shows what is happening in the story. Students will be asked to think about putting themselves in the character's shoes and how would they be feeling within a certain situation. Reading and performing a script within small groups.	Students explore the genre of Panto. They create stock characters through vocal and physical skills. Students then work as a small group to put on a pantomime	Students will learn about the basics of Mask work. Students will look at narration and how this changes a performance. Students will explore mime and learn the basic skills in performing in masks to their peers. Tressel Mask Theatre will deliver a workshop that will enhance the students' knowledge and for them to use emotions in their performance skills. Students will learn how to apply Emotion, Expression (using gestures and body language) and Empathy (3Es) in their performances. Students will plan and prepare for their practical assessment.	<i>Students work in small groups to analyse script extracts, develop character back story and learn lines</i>	<i>This scheme of work ties in with the school wide 'Big Read' project. Students are given extracts from the novel in their groups (actors/set designers/costume designers) they highlight the direct speech and description of location/clothing. Actors then develop script from the moments of direct speech Designers create designs from the information in the novel.</i>
Endpoints	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>

Key Stage 3 Subject Timeline Year 7 to 8

Subject: Drama

Exam Board: N/A

Vocab	<i>Characterisation</i> <i>Techniques</i> <i>Still images</i> <i>Thought tracking</i> <i>Hot seating</i>	<i>Genre</i> <i>OTT</i> <i>Characterisation</i> <i>Audience participation</i> <i>Verse</i>	<i>Genre</i> <i>Conventions</i> <i>Cross Cutting</i> <i>Narration</i> <i>Transitions</i>	<i>Characterisation</i> <i>Transitions</i> <i>Analysis</i> <i>Character journey</i> <i>Back story</i>	<i>Set Design - Flats, rostra, truck</i> <i>Costume - Fit, Function, Condition</i> <i>Page to stage</i> <i>Direct speech</i>
Assessment	End of half term practical assessment and self-assessment/quiz	End of half term practical assessment and self-assessment/quiz	End of half term practical assessment and self-assessment/quiz	End of half term practical assessment and self-assessment/quiz	End of half term practical assessment and self-assessment/quiz

Key Stage 3 Subject Timeline Year 7 to 8

Subject: Drama

Exam Board: N/A

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<i>Dilemmas</i>	<i>Urban Legends</i>	<i>Character Development</i>	<i>Stage Combat</i>	<i>Lord Of The Flies</i>	<i>Podcasts</i>
Key skills and Concepts	<i>Still Images Spontaneous improvisation 4 point movement Marking the Moment Physical and vocal characterisation Forum Theatre Structure</i>	<i>Still Images Vocal characterisation Physical characterisation Thought Tracking Flashbacks Mime Music Cross Cutting</i>	<i>Teamwork teacher led direction work outside the given circumstance Improvisation skills Characterisation</i>	<i>Stage combat Team work Health and safety Awareness of audience</i>	<i>Stage combat Set Design Status Characterisation Script work Page to stage</i>	<i>voice acting Vocal skills Scripting Interviewing</i>
Threshold Concepts	<i>Students can examine and clarify their own values towards a range of societal issues. Through carefully structured tasks, students are confronted with a dilemma or moral problem, and are then invited to explore different aspects of that problem in dramatic form. On one level, therefore, the work is 'process oriented' and learning objectives are broadly personal and social and relate to the National Curriculum for Citizenship and PSHE.</i>	<i>During this project, the students will have the opportunity to investigate urban legends from a number of perspectives, as well as working practically to dramatize them and gain an insight into particular stories. However, rather than just use the stories as interesting stimuli for drama, the pupils will also be able to speculate as to: Origin : Where did the stories come from? Who told them for the first time and to whom? Function : What are the stories 'for'? Why do we tell them to each other? Meaning : What do the stories tell us about ourselves or our society?</i>	<i>Students create a character from scratch, they explore how the character moves and speaks. Students look at how their backstory and environmental factors impact their performance. Build into whole class improvisation through the game mafia.</i>	<i>Students will learn a variety of hand combat moves Developed into fight sequences Exploration of opening of Romeo and Juliet</i>	<i>Students explore a variety of scenes from Lord OF The Flies using the different techniques learnt in KS3 drama.</i>	<i>Students create podcasts on topics they are interested in. Students learn about the world of podcasting and begin developing ideas for their own podcasts. They will interview each other in character.</i>

