

## KS3 Curriculum

<u>Year 7</u>			
<b>Topic Title</b>	<b><u>Introduction to Drama – Basics of Drama</u></b>	<b><u>History of Theatre – Comedy vs Tragedy</u></b>	<b><u>Devising – The Box</u></b>
<b>Topic Information</b>	Students explore the basic skills and techniques of structuring and performing Drama by depicting the story of Liam, a boy struggling to adapt to life at school. Students will perform to an audience and use the PEELAV structure to evaluate their performance.	Students learn how to build a character by exploring the History of Theatre focusing on Greek Theatre, Commedia dell’Arte and Melodrama. Students will perform to an audience and use the PEELAV structure to evaluate their performance.	Students use their knowledge from the first two topics of skills and techniques needed to structure a performance and building a character to devise an original performance based on The Box. Students will perform to an audience and use the PEELAV structure to evaluate their performance.
<b>Skills and Techniques Explored</b>	Mime Still Image Thought Track Narration Role-Play Conscience Alley Body Language gestures Transitions Levels Facial Expressions Audience Awareness PPPTV	Choral Movement Choral Speech Ensemble Unison Canon Protagonist Antagonist Stock Characters Improvisation Lazzi BEGGLS Genre – Comedy/Tragedy	Tableaux Analysing a Stimulus Cross-Cutting Symbolism Stanislavski’s Naturalism Role-on-the-wall Marking the moment

## Year 8

<b>Topic Title</b>	<b><u>History of Theatre – Shakespeare</u></b>	<b><u>History of Theatre – Verbatim Theatre</u></b>	<b><u>Devising – The eye</u></b>
<b>Topic Information</b>	Students learn how to use the voice to communicate meaning and emotion and explore stage combat through the focus of Shakespeare’s A Midsummer Night’s Dream. Students will perform to an audience and use the PEELAV structure to evaluate their performance.	Students learn about the Verbatim Theatre style through Mark Wheeler’s script of Missing Dan Nolan. Students will perform to an audience and use the PEELAV structure to evaluate their performance.	Students use a combination of new, previous and old knowledge to explore, develop and perform an original performance based on the stimulus of the eye inspired by George Orwell’s 1984. Students will perform to an audience and use the PEELAV structure to evaluate their performance.
<b>Skills and Techniques Explored</b>	Narrative Structure Style Genre Language Iambic Pentameter Text Exploration Soundscape Stage Combat Hot Seating PEEP Multi-role	Verbatim Theatre Brecht – Epic Theatre Flashback Flash Forward Monologue Playwrights Intentions Context	Ensemble Tableaux Artaud – Theatre of Cruelty Assaulting the sense Verfremdungseffekt Direct Address Symbolism Responding to a stimulus

<b><u>Year 9</u></b>			
<b>Topic Title</b>	<b><u>History of Theatre – Physical Theatre</u></b>	<b><u>History of Theatre – Current Issues</u></b>	<b><u>Devising Verbatim Theatre - Manchester</u></b>
<b>Topic Information</b>	Students explore the topic of Climate Change by developing devising skills which focus on using symbolism through Physical Theatre to communicate meaning. Students will perform to an audience and use the PEELAV structure to evaluate their performance.	Students use knowledge from previous topics to develop and perform a character from a script of Benjamin Zephaniah’s Refugee Boy. Students will perform to an audience and use the PEELAV structure to evaluate their performance.	Students will use the knowledge from previous topics to explore the style of Verbatim Theatre and how it is devised. Students will explore and research to devise a piece of Drama that communicates the issues arising from the event. Students will perform to an audience and use the PEELAV structure to evaluate their performance.
<b>Skills and Techniques Explored</b>	Round-By-Through Chair Duets Pushes and Pulls Lifts Devising Starting Points Symbolism to communicate meaning	Theatre in Education Sound Costume Lighting Stage Directions Staging	Verbatim Theatre Devising techniques such as research Ensemble work Seven levels of tension Direct address/ monologue Cross- cutting Symbolism to communicate meaning