
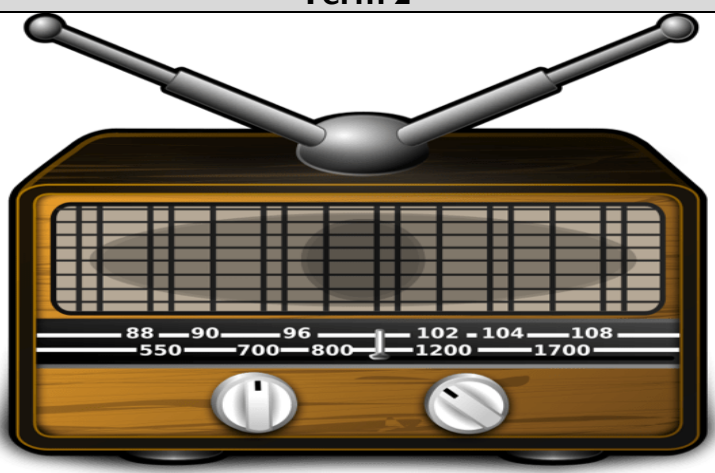





YEAR 7 CURRICULUM JOURNEY			
	Term 1	Term 2	Term 3
Topic			
	<p><b>Matilda - Dramatic Techniques</b></p>	<p><b>Radio Drama</b></p>	<p><b>Making Theatre</b></p>
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> <li>• <b>Script Analysis:</b> Understanding the plot and language of the script.</li> <li>• <b>Character Development:</b> Learning the traits, motives, and development of characters.</li> <li>• <b>Context:</b> Understanding the script's historical and cultural setting.</li> <li>• <b>Memorisation:</b> Learning lines, cues, and when to enter or exit the stage.</li> <li>• <b>Subtext:</b> Digging deeper into the unspoken emotions and motives in dialogues.</li> <li>• <b>Stage Directions:</b> Learning where and how to move on stage, also called "blocking."</li> <li>• <b>Teamwork:</b> Working well with others to bring the performance to life.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Effective Communication:</b> Learn to project the voice and articulate clearly.</li> <li>• <b>Memory &amp; Focus:</b> Practice recalling and delivering lines fluently.</li> <li>• <b>Expression &amp; Performance:</b> Development of skills in varying pitch, pace, pauses, and inflections.</li> <li>• <b>Breath Control:</b> Understand the importance of breath for effective radio delivery.</li> <li>• <b>Character Comprehension:</b> Develop an understanding of a character's intentions and motives.</li> <li>• <b>Compelling Performance:</b> Work on integrating all vocal elements for a convincing, end of topic performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understanding the Drama Industry:</b> Pupils are exposed to the different roles that are important to a drama production, such as performers, lighting designers, sound designers, and directors. This offers a comprehensive view of potential career opportunities in the field.</li> <li>• <b>Understanding Text:</b> Pupils gain skills in interpreting scripts, crucial for character development and scene execution.</li> <li>• <b>Creating and Communicating Meaning:</b> Pupils will learn how to effectively convey the emotions, themes, and messages within a dramatic piece.</li> <li>• <b>Artistic Intention:</b> Pupils are taught to understand the artistic goals set forth by a playwright or a director, ensuring that the final performance matches the intentions.</li> <li>• <b>Self-Evaluation:</b> Pupils will also practice analysing and critiquing their own performances, creating a habit of continuous improvement.</li> </ul>





<p><b>KS3 Curriculum Links</b></p>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Perform, View, Review:</b> Pupils will engage with the script of Matilda, focusing on character understanding and performance.</li> <li>• <b>Improvise and Create:</b> Using Matilda as inspiration, pupils will practice improvisation and creativity, drawing on various dramatic structures and themes. KS3 Curriculum: Creativity</li> <li>• <b>Experience personal Development Themes:</b> Pupils will explore themes like love, bravery, and resilience as they relate to characters in Matilda. KS3 Curriculum: Personal Development</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Be articulate and clear:</b> Learn to speak clearly and convincingly.</li> <li>• <b>Develop pace and fluency:</b> Control the speed and flow of verbal speech.</li> <li>• <b>Develop vocal variety:</b> Apply a range of vocal skills for added expression and interest.</li> <li>• <b>Create convincing characters:</b> Develop skills to create believable characters in performances.</li> <li>• <b>Develop their ability to scrip write:</b> Identify and incorporate 'power words' in radio drama scripts.</li> <li>• <b>Learn the skill of improvisation in context:</b> Modify vocal delivery based on the context, purpose, and intended audience.</li> </ul>	<p><b>Pupils will study:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the Setting:</b> Learn about the time and place where the play or performance is set.</li> <li>• <b>Why a show is made:</b> Understand the main reason or message behind a performance or play.</li> <li>• <b>What the Drama is trying to achieve:</b> Get what the actors and directors want to achieve with the show.</li> <li>• <b>Different ways to make Theatre:</b> Learn about the various styles and methods used to put on a show.</li> <li>• <b>Theatre Rules:</b> Know the basic do's and don'ts of how theatre works.</li> </ul>
<p><b>MAPs</b></p>	<p>One practical performance-based MAP per half term based on the focus topic.</p>		










**Key Stage 3 Curriculum Journey: DRAMA**

The curriculum in Drama will stimulate the imagination of our students to excite, challenge and encourage self-confidence whilst instilling a respect for the long tradition of theatre and its place in society.

YEAR 8 CURRICULUM JOURNEY			
	Term 1	Term 2	Term 3
Topic			
	<b>Blood Brothers Scripted Performance – Devising Theatre</b>	<b>Devising Theatre</b>	<b>Be Dramatic!</b>
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> <li>• <b>Text and Context:</b> Understand how the story of the play relates to its setting and time period.</li> <li>• <b>Key Themes:</b> Identify major ideas and themes that come up in the play.</li> <li>• <b>Verbal Responses:</b> Learn to articulate understanding of characters through speech.</li> <li>• <b>Role of Narrator:</b> Understand the role of a narrator in telling the story, including multi-rolling and monologue.</li> <li>• <b>Memorisation:</b> Gain the ability to remember lines for performance.</li> <li>• <b>Character Delivery:</b> Creatively apply what has been learned about characters when acting.</li> <li>• <b>Confidence Building:</b> Work on becoming more confident on stage and in presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Character Work:</b> Explore how to bring characters to life, focusing on their traits, emotions, and relationships to make the performance more believable.</li> <li>• <b>Using Creativity:</b> Develop their own creativity to shape the performance, from the setting to the dialogue, to make it unique and enjoyable.</li> <li>• <b>Making Choices:</b> Pupils will learn the importance of making thoughtful choices in the plot, context, and characters.</li> <li>• <b>Being Creative:</b> Pupils will focus on developing their ability to think outside the box, encouraging inventiveness in how they portray characters and events.</li> <li>• <b>Working Together:</b> Pupils will work in groups to produce a performance, learning how to compromise and adapt to the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understanding the Space:</b> Pupils will become aware of the performance area and how to effectively use it, keeping the audience's perspective in mind.</li> <li>• <b>Expressive Communication:</b> Pupils will practice using their voice and body movements to convey the story's meaning in an impactful way.</li> <li>• <b>Roles:</b> Pupils will delve deep into their roles, developing their characterisation.</li> <li>• <b>Commitment and Energy:</b> Pupils will learn how to maintain a high level of focus and energy throughout the performance, ensuring a strong stage presence.</li> <li>• <b>Managing Stage Elements:</b> Pupils will be trained in the effective using props, costumes, makeup, masks, and set designs.</li> <li>• <b>Following Direction:</b> Pupils will focus on active listening when receiving instructions or directions, resulting in a polished performance.</li> </ul>
KS3 Curriculum Links	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Social and Historical Context:</b> Pupils will understand the time and place in which the play is set and how these factors influence the story.</li> <li>• <b>Storytelling Techniques:</b> Pupils will understand the use of flashforwards and flashbacks to tell the story.</li> <li>• <b>Personal Development Themes:</b> Pupils will explore topics like unemployment, superstition, education, class, poverty, and tragedy.</li> <li>• <b>Class Structure:</b> Pupils will differentiate between working-class and upper-class roles in the story.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Show development:</b> Pupils will create and further develop their idea over a series of lessons.</li> <li>• <b>Be aware of dramatic Structures and Styles:</b> Pupils will understand and use various dramatic structures, styles, genres, and traditions.</li> <li>• <b>Use dramatic techniques:</b> Pupils will understand the differences between multiple dramatic techniques from well-known practitioners.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop their social and emotional understanding:</b> Role-play is used to teach empathy, understanding of emotions, and social skills.</li> <li>• <b>Have a stronger understanding of STEM:</b> Dramatic storytelling links into STEM subjects to make complex concepts more relatable and easier to understand. Eg: <b>Sound and Lighting Technology:</b> Pupils learn how to use modern technology to control lighting and sound during performances, blending aspects of computer science and electrical engineering.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Theatrical Styles:</b> Pupils will learn about breaking the fourth wall, naturalistic and realistic styles, and the use of comedy.</li> </ul>		
<b>MAPs</b>	One practical performance-based MAP per half term based on the focus topic.		

**Key Stage 3 Curriculum Journey: DRAMA**

The curriculum in Drama will stimulate the imagination of our students to excite, challenge and encourage self-confidence whilst instilling a respect for the long tradition of theatre and its place in society.




A Commitment to Excellence







YEAR 9 CURRICULUM JOURNEY

YEAR 9 CURRICULUM JOURNEY			
	Term 1	Term 2	Term 3
Topic			
	DNA - Scripted	Dramatic Techniques	Study of a Live Performance
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> <li>• <b>Script:</b> Pupils will explore a stimulus.</li> <li>• <b>Skill:</b> improvisation to develop ideas.</li> <li>• <b>Devising</b> performances: ideas, themes and research.</li> <li>• <b>Exploration of techniques:</b> Verbal and written explanations.</li> <li>• <b>Understanding</b> and exploration of styles: naturalism, minimalism &amp; expressionism</li> <li>• <b>Explore</b> the settings of the play through:               <ul style="list-style-type: none"> <li>i) a menacing atmosphere, ii) isolation, iii) social hierarchy.</li> </ul> </li> <li>• Pupils will <b>develop</b> their understanding of character motivation, tempo and pace of delivery, volume of scripted lines, expression and the use of silence.</li> </ul>	<p><b>Creating from a Prompt:</b> Pupils will use an idea or theme to start making their own performance.</p> <p><b>Changing the Stage:</b> Pupils will learn how to modify the stage/audience position to fit the story they're telling.</p> <p><b>Explaining Choices:</b> Pupils will talk about why they made certain decisions in their performance and what the play is about.</p> <p><b>Working Together:</b> Pupils will team up to explore different ideas and themes to include in their performance.</p> <p><b>Trying Different Styles:</b> Pupils will experiment with various ways of acting and storytelling.</p>	<ul style="list-style-type: none"> <li>• <b>Understanding:</b> Bringing together all the understanding of dramatic techniques studied throughout the Key Stage for a holistic understanding of drama.</li> <li>• <b>Live Performance Review:</b> Attending a live theatrical performance and writing a nuanced review that explores the production's merits and drawbacks.</li> <li>• <b>Analysis Skills:</b> Developing the ability to critically assess dramatic works, both verbally and in writing, using dramatic terminology and processes.</li> <li>• <b>Communication Skills:</b> Evaluation of KS3 skills in reading, writing, speaking, and listening to effectively understand, interpret, and communicate in the realm of drama.</li> </ul>





<p><b>KS3</b> <b>Curriculum Links</b></p>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand and apply advanced expressive techniques:</b> Pupils will master the complex, interconnected facets of Drama to create nuanced performances.</li> <li>• <b>Historical and Stylistic Range:</b> Pupils will engage with, critique, and appreciate Drama from various time periods, genres, and traditions.</li> <li>• <b>Theme Exploration:</b> Pupils will investigate key themes presented in plays, including:             <ul style="list-style-type: none"> <li>○ Loyalty</li> <li>○ Friendship</li> <li>○ Bullying</li> <li>○ Responsibility</li> <li>○ Power</li> </ul> </li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Respond to Stimuli:</b> Pupils will participate in exercises where they react to various prompts, such as images, sounds, or texts, and then discuss their reactions and ideas for performances based on them.</li> <li>• <b>Work collaboratively:</b> Through group projects and peer feedback sessions, pupils will gain practical experience in working together, sharing ideas, and resolving conflicts.</li> <li>• <b>Analyse and evaluate:</b> Lessons require pupils to critique both their own performances and those of their peers, focusing on what worked well and what could be improved.</li> <li>• <b>Understand Individual Impact:</b> Discuss how changing one character's actions or lines could affect the storyline or mood of the entire piece.</li> </ul>	<p><b>Pupils will:</b></p> <p><b>Understand Dramatic Styles:</b> Learning about different time periods and types of drama.</p> <p><b>Critical Viewing:</b> Learning to better judge and understand different dramatic works.</p> <p><b>Exploring Genres and Traditions:</b> Becoming familiar with the various traditions that influence drama.</p> <p><b>Developing a Discriminating Eye:</b> Gaining the skills to critically assess and differentiate between styles and quality of drama.</p>
<p><b>MAPs</b></p>	<p>One practical performance-based MAP per half term based on the focus topic.</p>		

