Key Stage 3

Programme of Study: Drama

Year Group	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	**Topic:** Introduction to Drama **Key Knowledge:** ● Be able to use a variety of dramatic devices (still image, thought-tracking, cross-cutting, narration, slow motion) ● Understand difference between physical and vocal skills ● Recall and start to apply FUELBAGS to performances (facial expression, use of space, eye contact, body language, awareness of audience, gesture) ● Understand difference between devised and scripted.	**Topic:** Melodrama **Key Knowledge:** ● Be able to define the genre Melodrama ● To be able to name types of theatre that classify as Melodrama ● Understand term 'stereotype' and be able to create stereotypical characters ● To name and perform the 5 stock characters of Melodrama ● To be able to create a soundscape ● To define and create a piece of mime ● How to bring a page to stage from a script	**Topic:** Greek Theatre **Key Knowledge:** ● To understand the historical, social and cultural context of Ancient Greece ● To explore historical and social context using still images and thought-tracking ● To define and create a Greek chorus ● To be able to retell Greek myths (Trojan War, Oedipus, Perseus and Medusa) using dramatic devices and FUELBAGS	**Topic:** Elizabethan Theatre **Key Knowledge:** ● To understand the historical, social and cultural context of Elizabethan theatre. ● To understand different classes in Elizabethan times. ● To recall seven deadly sins ● To know brief summary of playwrights William Shakespeare, Christopher Marlowe, Ben Johnson. ● To understand different crimes and punishments in Elizabethan times. ● To know how to use a storyboard to create devised	**Topic:** Darkwood Manor **Key Knowledge:** ● To know features of a gothic text, setting and characters ● To know drama skills and strategies to develop storytelling ● To know and use elements of drama in order to show tension and create believable characters ● To be introduced to physical theatre and use effectively in performance **Assessment:**	**Topic:** Commedia Dell'Arte **Key Knowledge:** ● To understand the historical, social and cultural context of Commedia Dell'Arte. ● To know Commedia Dell'Arte stock characters ● To use cross-stalk to create a scene ● To know and be able to use 'put on the spot' ● To use FUELBAGs to take script from page to stage ● To understand what 'status' means and show this in characterisation.

	Assessment: Devised group performance based on stimulus (mock component 1)	● To apply FUELBAGS in performances **Assessment:** Scripted performance based on the pantomime Cinderella (mock component 2)	**Assessment:** Devised group performance based on stimulus (mock component 1)	performance based in Elizabethan context. **Assessment:** Devised group performance based on stimulus (mock component 2)	Pupils sit a written paper based assessment (mock component 3)	**Assessment:** Devised group performance based on stimulus (mock component 1)
8	**Topic:** Abstract Theatre **Key Knowledge:** ● To know how to make a practical piece 'abstract' ● To know abstract devices e.g. flashbacks, thought tunnel etc ● To know abstract techniques that can be used within a practical piece ● To know the golden rules of mask work and apply them to performances ● The different types of mental health and the help available both in school and outside of school **Assessment:**	**Topic:** Physical Theatre **Key Knowledge:** ● To know how to create shapes with your body ● To be a part of a physical theatre machine and to add sound effects ● To participate in a whole class physical theatre machine ● To understand what body props are and be able to demonstrate your understanding ● To learn a physical theatre company devising technique (Frantic	**Topic:** Too Much Punch for Judy **Key Knowledge:** ● To understand the plot of 'Too Much Punch for Judy' play ● Be aware of the consequences of drink driving ● To know the characters and opinions on how they would behave/act ● The importance of creating work that is similar to the text- pupils to use own dialogue ● Different types of stereotypes and why people stereotype ● How a performance can teach/educate an audience **Assessment:** Scripted performance using Too Much Punch for Judy (mock component 2)		**Topic:** Stephen Lawrence Inquiry **Key Knowledge:** ● To know key details about Stephen's murder ● To understand the term 'institutional racism' ● To know the key characters and suspects involved ● To understand what marking the moment is. ● To know how to create contrasts and why this is effective. ● To understand the term verbatim.	**Topic:** Gothic Theatre **Key Knowledge:** ● The plot of the two poems explored ● The types of characters used within Gothic writing ● The different types of settings/landscapes used within Gothic writing ● The genre: Gothic ● The language used within Gothic writing ● To recall the main features of the practitioner Stephen Berkoff and develop these in work

	Devised performance using masks (mock component 1)	Assembly - chair duets) **Assessment:** Devised performance using physical theatre (mock component 1)		**Assessment:** Devised performance creating a living newspaper about Stephen's murder inquiry (mock component 1)	**Assessment:** Pupils sit a written paper based assessment (mock component 3)
9	**Topic:** Devising theatre **Key Knowledge:** ● The importance of using a stimulus (pupils will explore a range) ● The plot of their devised piece: their character's intentions/personality ● Performance skills: physical and vocal skills ● The process of creating a piece and collaborating with a group ● How to rehearse effectively **Assessment:** Devised performance based on a stimulus (mock component 1)	**Topic:** Noughts and Crosses **Key Knowledge:** ● Learn how to develop script into performance. ● How to develop a character from given information in a script ● How to apply range of characterisation to a scripted performance ● How to develop technical decisions e.g. lighting, sound and props to a scripted play. ● How to develop a range of vocal skills to communicate a characters emotions in voice. ● How to develop a range of physicality to a communicate a characters emotions. **Assessment:** Scripted performance (mock component 2) Written task based on Noughts and Crosses (mock component 3)		**Topic:** Theatre in Education **Key Knowledge:** ● The TIE techniques (target audience, message, topic, direct address, multi-roling) ● How research can support a practical piece ● The definitions of the keywords ● Statistics for the PSHE/Theme explored ● Information on homelessness and why people can become homeless **Assessment:** Devised performance based on a stimulus (mock component 1)	