



## KS3 Curriculum Overview

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### Year 7

During Year 7 students...

#### Autumn Term

During this term, students are introduced to drama and a variety of drama techniques. They build the fundamental skills needed in the subject; confidence, concentration, communication and team work. They create their own performances using various techniques while exploring stimuli such as Roald Dahls Revolting Rhymes Little Red Riding Hood, Images, scenarios and title. In the second half of the autumn term, the drama classes are transported back in time to when theatre first was founded. They learn about the origins of theatre, acting and storytelling. They learn about Greek tragedies *Oedipus and Antigone* as well as the vital role that the Greek chorus played. They work as an ensemble to create performances and their own tragic tale and Greek chorus.

#### Spring Term

During this term, the students study genre of *Theatre in Education*, and how theatre is used as a method of education. It will look closely at themes of bully, consequences and loss. They are asked to create their own performance using the genre of TIE on the theme of Bullying. During the second half of this term, students will look at the genre of Horror and explore how to devise their own piece of physical theatre. They will use physical theatre to explore the stimuli of a poem and learn to create a meaningful plot and characterisations.

#### Summer Term

In the summer, term students will start by studying *Stanislavski* a theatre practitioner that is known as 'the father of modern theatre'. We will look at how he radicalised theatre in the early 20<sup>th</sup> century with his modern ideology and pedagogy of teaching about *Naturalism* and created *Method Acting*. The year will finish with the study of a contrasting theatre style of *Stanislavski* and the students will study the British Theatre group *Knee High*. They will be study the techniques that *Knee High* use to develop and devise drama. At the end of the topic, students will be creating their own performance based on the style of *Knee High* and in their work showing what they have achieved.

### Year 8

During Year 8 students build on the skills developed during Year7...

#### Autumn Term

In the first half term, Year 8 will be studying stock characterisation, and how these are vital to the genre of Commedia Dell'Arte and Pantomime. Students will be studying the style of Commedia Dell'arte, a genre of theatre that originated in Italy in the 16th century. They will be learning about how vital body language is in creating the stock characterisation, and they be learning what 'Gromalot' and 'Lazzi's' are - and how they combine with the stock characters to make up Commedia Dell'Arte. They will look at the work of *Jacques LeCoq* and his ideology about states of tension. After October Half term students will use the knowledge gained from Commedia Dell'Arte and build on this like *John Rich* the father of pantomime did. They are asked to find the similarities between the two genres and understand where the stock character of Pantomime came from. They are asked to create their own pantomime scenes and learn about why audience interaction, song, dance, comedy are all vital in creating a good Pantomime.



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### Spring Term

In the spring term, students then move on to studying a very famous theatre practitioner *Bertolt Brecht*. They will learn what is meant by a Brechtian style and how Brecht like Stanislavski revolutionised contemporary theatre. Students will learn the style of epic and didactic theatre; how and why Brecht's political ideologies forged his idea of theatre and society. They will use techniques such as Gestus, Direct address, Narration, Song and music, Multi-roling and Verfremdungseffekt with in a performance. After Half term year 8 will then go on to looking at devising theatre. They will be looking at key concepts in drama, how to build tension, how to create an atmosphere, how to build a character, how to build and refine a plot and at the end of the Scheme of work they will be asked to devise their own play based on a murder mystery.

### Summer Term

In the summer term, we hope to be analysing live theatre. There will be a theatre group coming into school and students will watch a live theatre production that they then study and analyse. They will look at how a performance is created from the story, the costumes, and the characters to the lighting and the sound/music. They will then be asked to use the knowledge they collected from analysing the live theatre performance to create their own play after half term. The above two schemes of work are coronavirus dependant and will happen only if it is safe to do so.

## Year 9

During Year 9 students...

### Autumn Term

Pupils will be study about how to analysis a script and they will be performing Duologues. They will be looking at how playwrights give an actor knowledge about a character in the given circumstances, how to action a script and how to turn a script from a two dimensional piece of literature into a 3 dimensional performance. They use their prior knowledge of practitioners developed throughout the Key Stage and chose a style for the performance. They will have full autonomy over what they produce. Next, they will move on to study a new theatre practitioner, *Artaud*. They will study his methods and ideologies. They will learn about *The Theatre of Cruelty*, what it feels like for as both the performers and the audience with in an Artaudiam piece and how Artaud pushed the boundaries of Edwardian theatre and beyond.

### Spring Term

During the spring term, the students will be studying two contrasting genres of Absurdism and Gothic Theatre. They will study the similarities and the differences in the two. They will be learning about the whole theatre experience of the audience attending a Gothic and Absurdist performance as well as the techniques and ideologies. They will be looking at scripts and plays that are set in the Gothic and Absurdist style and they will be creating a performance in the style they like the best. They will move on to contemporary theatre and social media. They will be looking at the very serious nature of online presence and grooming, they will be following one girl's story and using this as a stimulus to create drama and performances.



### Summer Term

The summer terms see the amalgamation and accumulation of all the knowledge gained across the key stage. The students are split into groups and asked to create a piece of theatre in a chosen style, genre or practitioner. They will write the script, direct the play and be the sound, lighting, set and costume designers. They will be responsible for the whole creation of their play. The final term of the key stage is all about learning the ability to analyse live theatre. Students will be watching recordings of live theatre and are asked to analyse their effectiveness in communicating meaning to an audience. They will learn how to analyse the acting through the use of voice, movement, gesture and style. How the lighting creates meaning and how and why lighting design is critical in creating meaning to an audience and building an atmosphere and the tensions. They will learn how to write about the use of sound in performance, both the use of didactic and non-didactic sounds. They will learn to analyse a character through costume, and why costume is a vital tool for an actor in the creation of a character, and as part of the production 'meaning' that is conveyed to an audience.

