



Verulam School: Key Stage 3 CURRICULUM INFORMATION

Department: Drama

Subject Leader: Mr N Moseley

Subject Vision: Within the Verulam School Drama Department we encourage students to think inventively, in order to develop practical skills and form critical judgements. The department aims to focus upon the individual, encouraging each student to gain confidence in their abilities and learn that there are many approaches to performing rather than one right way. We encourage a broad approach to developing an appreciation and understanding of contemporary and historical writers across a range of cultures and contexts. The Key Stage three curriculum begins with introducing students to the key features of drama and develops their skills as they progress leading to a taste of the standards required at GCSE level.

YEAR 7						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit Title	<p>Introduction to Drama.</p> <p>Introducing the basics, including teamwork and co-operation, some theatre terminology, rules of the space, improvisation, character and how to create scenes. No formal assessment.</p>	<p>Greek Theatre. Starting at the beginning.</p> <p>Introducing the structure, form and content of ancient Greek Theatre.</p> <p>Practical assignment to create a piece of theatre in this style. Assessed Presentation.</p>	<p>Mime and Slapstick.</p> <p>Working without words. Investigating the origins of mime in theatre and silent film. Working on a series of improv scenes using these skills. Final assignment to bring these elements together. Assessed Presentation</p>	<p>Issue-based Drama.</p> <p>Using an issue drawn from a children's novel we investigate issues around friendship, betrayal and guilt, using a range of performance modes. Final assessment is a tapestry of different drama forms woven into a short play. Assessed Presentation</p>	<p>Harry Potter and the Cursed Child</p> <p>For the whole term we investigate the world of Harry Potter and study the characters of the sequel text. Students work on specific scenes in groups, working out how to stage them simply and effectively. End of year assessed performance.</p>	<p>Harry Potter and the Cursed Child</p>
Assessment	Students undergo rolling assessment on their practical work using three broad criteria:					

	<p>PERFORMANCE: Includes: understanding of the acting space, awareness of audience, use of appropriate body language, facial expressions and gestures, performance energy, vocal expression, volume and clarity, understanding of character and situation, ensemble skills.</p> <p>UNDERSTANDING OF CONCEPTS: Includes: the relationship between theatre and social issues, theatrical genres and staging styles, staging techniques, theatre terminology.</p> <p>TEAMWORK AND CREATIVE CONTRIBUTION: Includes: working productively in groups, contributing to the development of scripted and devised pieces, listening to others.</p>					
	YEAR 8					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit Title	<p>Stanislavski – Duologues.</p> <p>Investigating the father of modern theatre, looking at how an actor prepares and develops a role and introducing key concepts such as ‘given circumstances’ and ‘objectives’. Students prepare and present a short duologue scene. Assessed Presentation.</p>	<p>Ensemble Theatre – Pardoner’s Tale.</p> <p>Looking at non-naturalistic, heightened, physical and ensemble performance styles. Using these skills to create a retelling of Chaucer’s ‘Pardoner’s Tale’ using a recent animated version as a stimulus. Assessed Presentation.</p>	<p>Commedia Dell’ Arte.</p> <p>Building on the previous term, we study the ‘stock’ archetypes of Commedia, looking at characters, masks, physical routines (including slapstick) and storylines. Students then work on a short script in groups. Assessed Presentation.</p>	<p>Melodrama.</p> <p>Building from the Commedia project and using mime skills from Year 7, students watch examples of melodrama, look at the stock characters and set gestures, and create their own melodrama based on one of several scenarios. Assessed presentation.</p>	<p>Lord of the Flies</p> <p>Just one topic for the whole term, reflecting the relatively short term and the complex text. Students explore the themes and performance elements of Nigel Williams’ adaptation of the Golding novel, work on aspects of the story, investigate character and finally perform excerpts from the play. Assessed presentation.</p>	<p>Lord of the Flies</p>
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	<p>UNDERSTANDING OF CONCEPTS: Includes: the relationship between theatre and social issues, theatrical genres and staging styles, staging techniques, theatre terminology.</p> <p>TEAMWORK AND CREATIVE CONTRIBUTION: Includes: working productively in groups, contributing to the development of scripted and devised pieces, listening to others.</p>					
	YEAR 9					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit Title	<p>Teechers.</p> <p>Students explore the John Godber text, learn about multiroling, ensemble staging techniques and semi-documentary styles. They produce their own devised piece about their school based on ideas from the play. Assessed presentation.</p>	<p>Blood Brothers</p> <p>Students apply skills from the Teechers work to study and stage scenes from Blood Brothers, learning about political theatre and classical tragedy. Assessed presentation of a short scene in small groups.</p>	<p>Contemporary Duologues.</p> <p>Students revisit Stanislavski and do basic script work on naturalistic scenes before rehearsing them to presentation. Assessed presentation.</p>	<p>Documentary Drama.</p> <p>Students take a real contemporary issue and create a documentary style drama about it, using techniques drawn from previous topics. Assessed devised presentation.</p>	<p>Sucker Punch</p> <p>Just one topic for the whole term. Students study Roy Williams' play and investigate the history of the Brixton and Tottenham riots in the 1980s. They then work on and present scenes from the play. Assessed presentation.</p>	<p>Sucker Punch</p>
Assessment	<p>Students undergo rolling assessment on their practical work using three broad criteria:</p> <p>PERFORMANCE: Includes: understanding of the acting space, awareness of audience, use of appropriate body language, facial expressions and gestures, performance energy, vocal expression, volume and clarity, understanding of character and situation, ensemble skills.</p> <p>UNDERSTANDING OF CONCEPTS: Includes: the relationship between theatre and social issues, theatrical genres and staging styles, staging techniques, theatre terminology.</p> <p>TEAMWORK AND CREATIVE CONTRIBUTION: Includes: working productively in groups, contributing to the development of scripted and devised pieces, listening to others.</p>					