

KS3 Curriculum Plan 2022-23

TOPIC	LP1	LP2	LP3	LP4	LP5	
	MIME	MASK	STORYTELLING	THEATRE IN EDUCATION	PANTO	
Year 7	Knowledge	Understanding the key elements that are required to perform in front of an audience; how to use characterisation skills to create a new character; how to use cross-cutting within a role-play; explore the use of physical theatre in creating performance; know what mime is and understand what skills & techniques are required; know how to use facial expressions to communicate meaning to an audience.	For LP3 pupils will explore the use of masks within theatre and learn the correct techniques for performance. They will develop their body awareness, and understand how the body moves in certain situations. They will explore what STATES OF TENSION are and how can they can be used to create an Effective MASK performance. Pupils will look at FOCUS in Mask work, and use "PASSING THE FOCUS" in performance. They will learn how to put on a mask, and to use their knowledge of the mask rules to create a performance.	This unit of work will allow pupils to learn the art of storytelling and develop the key techniques for communicating a story imaginatively to an audience. Pupils will learn what a line story is and use it to create a performance they will develop their knowledge of genre and perform a story with a narrator. Pupils will also learn about creating depth to a performance by adding levels, freeze frames and transitions. To use a stimulus to create a story and put everything you have learnt about storytelling into a performance. Pupils will then assess their own work and that of others, using key features of storytelling. The play 'The Tempest' which is being studied in English this LP is used throughout as a point of stimulus to embed their learning across two curriculums.	this unit of work explores the key stylistic conventions of Theatre in education. Pupils will learn how a target audience can alter a performance and how we adapt and negotiate these changes in rehearsal. Pupils will learn techniques such as the use of token props and costumes, direct address, minimal set, use of slang and local jokes, multi-rolling, songs/music, choral speaking, use of facts and figures, exaggerated characters.	Pupils will explore the history of Pantomime, the stock characters and the key features of Pantomime. An emphasis will be placed on use of props, costume and music to communicate meaning. In this LP pupils will learn and use the conventions of scriptwriting to write their own panto scripts for a performance. Performances will take place in the theatre and give pupils their first taste of performing in a big space with lights and music.
	Skills	<ul style="list-style-type: none"> •Work effectively within groups, pairs and individually •Develop an understanding of basic drama skills •Be able to apply basic drama skills to the creation of a piece of performance work •Be able to evaluate the effectiveness of their own and their peers' performance work. 				
	Key Vocab	Characterisation, Freeze Frames, Thought tracking, Role play, Cross Cutting, Physical Theatre, Storytelling, Mime, Genre, Transitions, Flashback Narration.	Storytelling, communication, narration, transition, stimulus, imagination, Characterisation, Freeze Frames, Thought tracking, Role play, Cross Cutting, Physical Theatre, Genre, Transitions, Flashback Narration.	Masks, focus, passing the focus, tension, Team work skills, creativity and imagination, confidence, Characterisation, Freeze Frames, Thought tracking, Role play, Cross Cutting, Physical Theatre, Storytelling, Mime, Genre, Transitions, Flashback Narration.	Direct address, Minimal set, Slang, multi-rolling, songs/music, choral speaking, exaggerated characters Cross Cutting, Physical Theatre, Storytelling, Mime, Genre, Transitions, Flashback Narration, plot twists, script, dialogue, Theatre in Education	Stock characters, Audience, scriptwriting, props, stage lighting, costume, Characterisation, Freeze Frames, Thought tracking, Role play, Cross Cutting, Physical Theatre, Storytelling, Mime, Genre, Transitions, Flashback Narration, plot twists.

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	EXPLORING DRAMA STRATEGIES	VERBATIM THEATRE	NEWS REPORTS	COMEDY AND TRAGEDY	PHYSICAL THEATRE - CURIOUS INCIDENT	
Year 8	Knowledge	During this LP pupils will develop various drama strategies, like flashback, soundscapes, creating tension, multi role and be given the opportunity to embed their learning through the exploration of a script. A lot of the learning will touch upon elements from year 7 but explored to a greater level and used as stepping stones to reach the next stage. The skills that the pupils work on in LP1 will be put into practise on a greater level in LP2. The skills they learn during this LP and next will be revisited throughout the year and help equip pupils with the foundations they can build on throughout the year. Be able to work collaboratively to improve drama skills They will know how to explore ideas to make drama.	During this unit of work pupils will learn about the style Verbatim Theatre which is a form of devised drama documentary built around the literal words – word for word – of eye witnesses. Verbatim Theatre can be risky, as drama often is, but it's a worthy experiment in social history that will expand teenagers' performance skills in unusual settings. These lessons are designed to give students confidence in creating Verbatim Theatre. They will develop their script work skills by exploring the text 'I Love you Mum'. Pupils will have the opportunity to build on their prior knowledge and add to their growing 'drama tool kit' which will equip them to approach devised tasks and script work with creativity. They will continue to develop various drama strategies which they will then have the opportunity to embed in their performance work through the exploration of a script.	During this LP, pupils will re-create their very own news reports learning key drama skills and strategies along the way. Pupils will explore a crime scene investigation and offer their own interpretation of events in order to re-create scenes. In this unit of work pupils will learn how to write and perform a monologue and understand how this fits into their performance as a whole. They will learn to structure their performance using flashback, thought tracking, conscience alley and narration. This a chance for pupils to bring their ideas to life using reconstruction and learn strategies. The play 'Noughts and Crosses' which is being studied in English this LP is used throughout as a point of stimulus to embed their learning across two curriculums.	This unit of work aims to explore the key genres of comedy and tragedy both in its historical context and modern interpretations. Students will learn where comedy and tragedy originated and some of the key features of Greek tragedy. Pupils will learn how tragedy developed over time and the skills required to stage a believably tragic moment. We will explore how to create an appropriate mood and atmosphere on stage and analyse what this feels like as an audience member. Pupils will learn what is meant by the term tragic hero and attempt to create an appropriate central character. They will draw upon characterisation skills from previous LPs in order to perform a believable and realistic character. Pupils will learn the origins and early development of comedy, learn new vocabulary and understand what is meant by the term lazzi and how to use the comedy rule of three.	For the final LP in year 8's drama journey, Pupils will learn and understand the background and context of Frantic Assembly and the style of physical theatre. Pupils will learn about and apply several Frantic Assembly techniques to performance through collaboration, pair and group work. The work and techniques of Frantic Assembly will be applied through the exploration of the play 'The Curious Incident of The Dog in The Nighttime'. Pupils will learn the main themes and basic plot of the play and apply other aspects of physical theatre to a final performance. Pupils will explore the use of music and spacing to achieve a creative, professional performance.
	Skills	<ul style="list-style-type: none"> •Students will work in groups to create, perform and respond throughout the scheme. •Students will develop a verbatim piece in response to stimuli. •Students will apply explorative strategies and drama elements learned previously into the material they create. •Students will create a character based on a crime scene stimulus and develop their characterisation skills through the use of hot seating. •Show how and why tension is created and develop these skills through performance. •Explain what a sound FX is and how a soundscape can create an atmosphere and mood •Show understanding of how rhythm and use of voice can produce a dramatic impact. 				
	Key Vocab	Character, body language, stimulus, gestures, spatial awareness, communication, voice projection and clarity, posture, mannerisms, story line, audience, movement, exaggeration, hot seating, soundscape, atmosphere, mood, rhythm, ensemble, impact, tension, verbatim, physicality, devising, facial expressions.	Script, Verbatim, devise, exploration, pitch, pace, pause, tension, Character, body language, stimulus, gestures, spatial awareness, communication, voice projection and clarity, posture, mannerisms, storyline, audience, movement, exaggeration.	Flashback, Thought Tracking, Conscience Alley, Narration, Exploration, pitch, pace, pause, tension, Character, body language, stimulus, gestures, spatial awareness, communication, voice projection and clarity, posture, mannerisms, storyline, audience, movement	Comedy, Tableau, Tragedy, Greek Theatre, Lazzi, Interpretation, historical context, atmosphere, marking the moment, ensemble, impact, tension, verbatim, physicality, devising, facial expressions, communication. Direct address, Minimal set.	Physical theatre, Frantic Assembly, Movement, Proxemics, Spacing, Dynamics, Transition, Tension, Atmosphere, Body Language, Facial Expressions, Adaptation, Ensemble, Articulation, pitch, pace, pause, tension, Character

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	PAGE 2 STAGE	BLOOD BROTHERS	PRACTIONERS	MELODRAMA AND COMMEDIA DELL'ARTE	DEVISING - COMMUNITY
Knowledge	<p>Know how to demonstrate team work and creativity skills by devising a short performance.</p> <p>Know how to evaluate the effectiveness of my own and others performance. The key skills and principles of improvisation and understand the difference between Spontaneous and Polished improvisation.</p> <p>Know the story and key themes of Blood Brothers and understand the term status</p> <p>Know the meaning of 'interpretation' in a duologue script.</p> <p>Know how to use blocking and space to interpret a script.</p>	<p>This scheme explores the popular play text Blood Brothers as a stimulus. The scheme offers ideas on how to work with play scripts practically, with both on- and off-text ideas and activities. Pupils will develop an understanding of the characters, plot and themes in order to perform small sections of the play confidently. You will develop your understanding of how to approach characterisation and realise scenes according to a writer's intentions. You will also explore the actor-audience relationship and the use of status in performance. Pupils will develop their ability to work effectively with scripts, including how to deconstruct meaning and interpret a writer's craft.</p>	<p>In this unit of work pupils will explore the work and theories of various non-naturalistic practitioners. There are many styles of theatre that sit under this broad term and training students to become confident working in a non-naturalistic style is very important for developing their own ideas and understanding of what drama can be. It is of particular use in devising as it broadens their ability to work within a range of styles. This scheme of work is designed to cover different aspects of non-naturalism that will lead to further exploration in their own devising work. This LP aims to broaden pupils' theatrical mind to help pupils to create interesting dynamic performances.</p>	<p>The aim of this unit is to allow the students to explore melodrama and commedia dell'arte; they can use a lot of what they learn in their work in a physical way in the future and it helps a lot with characterisation. Pupils will understand how to capture the slapstick nature of this style of comedy. Pupils will develop an understanding of the stock characters from both styles and devise an interesting piece of theatre from what they have learnt. Pupils will discuss the way that melodrama and Commedia dell'arte has influenced the film industry, giving key examples.</p>	<p>This unit of work explores the concept of community within a neighbourhood setting and through the sequence of lessons develops ideas for a devised piece of drama. It allows students to combine their own improvised work with scripted extracts from a number of plays. By the end of this scheme students will have developed and structured ideas for a piece of devised drama based on the theme of 'Community', explored ways to combine pieces of script with their own improvisations and experimented with using Verbatim Theatre within their work.</p>
Skills	<ul style="list-style-type: none"> •Work effectively within groups, pairs and individually •Develop an understanding of intermediate drama skills •Be able to apply learnt skills to the creation of a piece of performance •Be able to interpret a character and use script to allow the characters to come to life •Understand the meaning of improvisation and interpretation •Be able to evaluate the effectiveness of their own and their peers' performance work. 				
Key Vocab	Characterisation, Status, Duologue, Interpretation, Improvisation, Leadership, Improvisation, Tension, Stage awareness, Proxemics, Rehearse.	Stimulus, character, script, plot, status, themes, Characterisation, Status, Duologue, Interpretation, Improvisation, Leadership, Improvisation, Tension, Stage awareness, Proxemics, Rehearse.	Brecht, Epic theatre, Physical theatre, Non-naturalism, Stage directions, Expression, Audience, Frantic Assembly, Narration, Multi role, Abstract theatre, Theatre of Cruelty.	Melodrama, Commedia dell'arte, Stimulus, character, script, plot, status, themes, Characterisation, Status, Devise, Stock Characters, Slapstick, Comedy, timing.	Devising, community, Interpretation, Improvisation, Leadership, Tension, Stage awareness, Proxemics, Rehearsal, Stage directions, Audience, Creativity, intonation, Projection.

Year 9