

<p>BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3</p>		
<p>The big aims of KS3 (DRAMA)</p>	<p>To develop performance skills through teamwork To empower learners with higher order skills through Devising, Performance and Responding To build cultural capital To grow social and interpersonal skills To create platform for free speech and expression through creativity</p>	
<p>Characteristics of a compelling learning experience</p>	<ul style="list-style-type: none"> <li>● Participation, expression and ownership of the work are clearly evident.</li> <li>● Staff are facilitating and pupils are encouraged to be in charge of their learning.</li> <li>● Enjoyment of learning, pride in achievement and pupils taking risks with style and form.</li> <li>● Pupils ready to share work openly and accepting/giving constructive criticism.</li> </ul>	
<p>Key concepts</p>	<p>The key concepts in Drama are embedded within the curriculum and are aimed at developing key concepts and skills simultaneously. Learners need to understand the stages of the Drama process as follows:</p> <p><b><u>1.Making</u></b> Pupils will be taught skills necessary to develop performance material. They will be taught the importance of teamwork and cooperation in developing a performance. Starting from the basic idea that a performance needs to have a beginning, middle and an ending. And within it; the potential to entertain.</p> <p><b><u>2.Performing</u></b> Pupils will be taught the necessary skills for performing/presenting work to an audience. This will include the continuous use of the 5 Elements of Drama in all performances. These are:</p> <ol style="list-style-type: none"> <li>1. Use of Facial expressions</li> <li>2. Use of Voice (tone, voice expression etc.)</li> <li>3. Use of Gesture (body language)</li> <li>4. Use of Movement (pace, pressure, pose)</li> <li>5. Showing Relationship on stage (being aware of other actors and their roles)</li> </ol> <p><b><u>3. Responding</u></b> Pupils are taught how to respond to different stimuli for developing Drama such as scripts, poems, images, stories etc. They are also expected to respond through various ways:</p> <ul style="list-style-type: none"> <li>- being able to talk about one's own and other's performances.</li> <li>- being able to understand the style, period and context of the drama.</li> <li>- the knowledge required to improve making and performing.</li> </ul>	

Key knowledge

Pupils are expected to acquire the knowledge of Drama as a process and the stages involved in creating a good performance. They will also need to know key terms of Drama to help them talk about the Drama process. They will be expected to know the 5 elements of Drama as explained in the key concepts section and how they are used in every Drama piece to shape a performance.

**The 5 Elements of Drama**

1. Use of Facial expressions
2. Use of Voice
3. Use of Gesture
4. Use of Movement
5. Showing Relationship on stage

They also need to know the meaning and use of a range of **Interpretive and Acting skills** of Drama and key terms including:

- Hot Seating
- Characterisation
- Roles
- Audience
- Freeze-Frame
- Focus
- Devising
- Script
- Role on the Wall
- Monologue
- Dialogue
- Soliloquy
- Performance space
- Props
- Dramatic effect
- Rehearsal
- Performance
- Focus
- Cross cutting
- Blocking
- Choral speaking
- Forum Theatre
- Role Play
- Thought Tracking

Key skills	<p>Pupils are expected to demonstrate the use of the following interpretive and general acting skills in rehearsal and performance, as appropriate:</p> <ul style="list-style-type: none"><li>● awareness of the performance space and audience</li><li>● expressive use of voice and/or movement to communicate meaning</li><li>● realisation of the role/character</li><li>● focus, energy and commitment</li><li>● handling and use of props, the set, costume, makeup and masks.</li><li>● listening to instruction/direction</li></ul> <p>As part of teaching these skills; we aim to develop positive habits for learning which support the overall aims which include;</p> <ul style="list-style-type: none"><li>● readiness to work (including bringing correct clothing and equipment if necessary)</li><li>● appropriate interaction with others – trust and cooperation</li><li>● rehearsal discipline and responsivity</li><li>● observing safe working practices</li><li>● willingness to try things out</li><li>● concentration and focus within the tasks</li><li>● interaction with, and response to, other performers during and after performance</li><li>● time management (adhering to rehearsal schedules)</li></ul>	