

Subject – **Drama**

KS3 Curriculum Mapping

Project	Year 7	Year 8	Year 9
1	<p><u>Stimuli/themes</u> Poetry and a script about bullying. Exploring the effects of bullying on an individual and exploring ways someone might help themselves if they were bullied.</p> <p><u>Skills and knowledge</u> Effective collaboration Responding successfully to a stimulus Using dramatic devices to show understanding of a theme Creating a character which portrays the theme Basic stage principles when acting out a script. Ability to evaluate a performance.</p>	<p><u>Stimulus and themes</u> Genre - Pantomime - Cinderella/Jack and the beanstalk performance/reviewing live theatre. Genre - Horror – Ghost stories and ‘The making of the Woman in Black’ video.</p> <p><u>Skills and knowledge</u> Understanding and using the features of the different genres in their work. Pantomime - stock characters, audience participation, direct address, clowning/physical comedy, modern referencing a fairy tale. Horror –using vocals effectively to draw the audience in create the right mood, creating surprises for the audience, building suspense, using design aspects to add tension and create appropriate atmosphere. Developing ability to recognise the features in each other’s work, evaluate how effectively they convey meaning and consider the effect on the audience.</p>	<p><u>Stimuli/themes</u> Romeo and Juliet – The prologue, scene 1 and ‘Death on a summers day’. Focus on the role of a director exploring how to convey the theme of ‘conflict’.</p> <p><u>Skills and knowledge</u> Whole class collaboration to explore the plot, characters, and themes within the play. Interpreting themes within the script considering how a director portrays the ideas on stage. Considering the character’s motivations and exploring how the director would get actors to convey this in performance. Considering different ways of staging a scene, understanding the pros and cons of Proscenium Arch and theatre in the round. Considering ways of amending and refining the drama to portray meaning most effectively.</p>
2	<p><u>Stimulus and themes</u> Extracts from film as research for playing historical characters. Exploring the experiences of evacuees in WW2.</p> <p><u>Skills and knowledge</u> Understanding how era is conveyed in film and on stage. Using research to inform and create believable characters. Explore how to portray era when playing a character from another time.</p>	<p><u>Stimuli/themes</u> <u>Stimulus and themes</u> Script 1– ‘Joyride’ a story of a boy who steals a car and causes an accident. Style – naturalism. Script 2 – Legal Weapon a story of a teenager who drives too fast and causes an accident. Exploring the theme of ‘Consequences’ Genre – Physical theatre.</p> <p><u>Skills and knowledge</u></p>	<p><u>Stimuli and themes</u> A poster and a newspaper article to create their own plot exploring the theme of Regret.</p> <p><u>Skills and knowledge</u> Using dramatic devices to create characters with a back story, develop plot and show understanding of the theme. Understand how to structure a devised piece using an exposition, development, climax and denouement.</p>

	<p>Using dramatic devices to understand how the evacuees felt, what experiences they might have had and why they were evacuated.</p>	<p>Whole class collaboration to explore the character's reactions to the events in the script. Interpreting a character from a script considering how to portray the ideas on stage. Exploring how to create characters with some depth. Understanding how to stage a scene effectively using lighting. Exploring another way to stage a scene with a similar theme using physical theatre. Considering ways of improving the drama to portray meaning most effectively.</p>	<p>Select design aspects adding meaning to the drama, exploring use of sound, lighting and set to highlight theme. Identify how dramatic devices are used and evaluating how effectively the ideas are portrayed.</p>
3	<p><u>Stimuli and themes</u> Peter Pan by The National Theatre</p> <p><u>Skills and knowledge</u> Understand and be able to identify the main elements of a live theatre production CLAPPS. Develop understanding of how a character is created and portrayed on stage. Consider and explore how the production elements are used to convey meaning on stage. Develop ability to explain how meaning is conveyed on stage.</p>	<p><u>Stimuli and themes</u> The Slave Trade – photographs, extracts from 'Roots'. Genre – Theatre in Education</p> <p><u>Skills and knowledge</u> Creating a devised themed piece based on historical research. Understand the features of Theatre and Education and how they convey meaning. Using dramatic devices to understand how the characters feel and what experiences they might have had. Using research to inform and create believable characters in own devised piece. Exploring how to portray cultural context and location using set, music, costume, and props. Evaluating how effectively the information about Slavery is portrayed for the target audience.</p>	<p><u>Stimulus and themes</u> Play – Face by Benjamin Zephaniah, exploring the themes of friendship, loyalty and whether society is too concerned with outer beauty over inner beauty.</p> <p><u>Skills and knowledge</u> Understand how to convey ideas imaginatively by developing ability to interpret others work. Develop the ability to create your own storyline/characters in response to the stimuli. Be able to explain your intentions clearly and record as a group.</p> <p>Select dramatic devices and use more confidently and imaginatively to portray ideas.</p> <p>Developing ability to describe and explain your intentions as actor/director/designer</p>