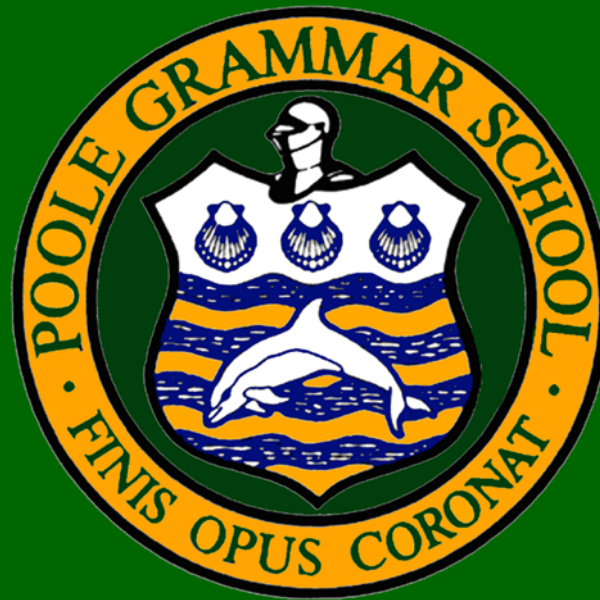


Poole Grammar School - Key Stage 3

(Year 7, Year 8 & Year 9)

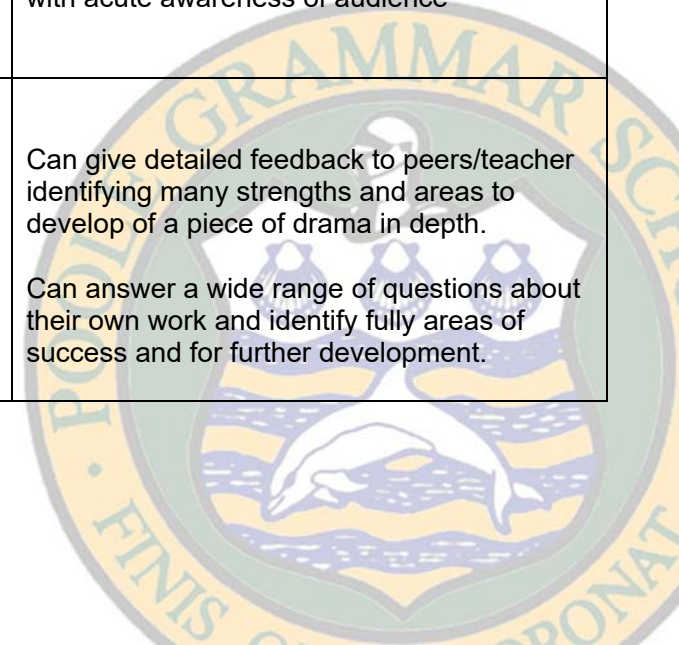
DRAMA

‘Meeting expectations’ criteria, programme of study and curriculum content



Key Stage 3 Drama 'meeting expectations' descriptors

	Year 7	Year 8	Year 9
Making Drama in rehearsal	<p>Can recognise and use a range of drama techniques with some confidence.</p> <p>Can co-operate within a group, make a positive contribution, and take some advice from others.</p>	<p>Can recognise and use a wide range of drama techniques with increased confidence and creativity</p> <p>Can take on a directorial role within a group as well as take direction from others and co-operate fully in group work during rehearsals.</p>	<p>Can use a wide range of complex drama techniques with full confidence in a highly creative way</p> <p>Can work collaboratively within a group either as an actor, director or designer - often making a very positive contribution to the rehearsal work.</p>
Performing Drama to teacher and peers	<p>Can play a role different to themselves and stay in role for most of a performance</p> <p>Can speak clearly, using their voice, body movement, facial expression effectively to portray some clear emotion</p> <p>Can perform in an engaging manner with some awareness of their audience</p>	<p>Can play a variety of roles different to themselves and consistently stay in role throughout</p> <p>Can use voice effectively considering tone, volume and expression in interpreting text and in improvisation Can use body language effectively.</p> <p>Can perform in a highly engaging manner with good awareness of audience</p>	<p>Can create an original character with some confidence. Showing a clear understanding of character and context of performance style, the play text or aims of devised piece.</p> <p>Can effectively use their voice and physicality to portray a character and interpret a text. Can perform dialogue with a range of meaning and subtext.</p> <p>Can perform in a highly engaging manner with acute awareness of audience</p>
Responding to Drama work of peers and productions seen	<p>Can give reasonable feedback to peers/teacher identifying some strengths and areas to develop of a piece of drama watched.</p> <p>Can answer some questions about their own performance work and identify some areas of success and for further development.</p>	<p>Can give clear feedback to peers/teacher identifying key strengths and areas to develop of a piece of drama in reasonable detail.</p> <p>Can answer questions about their own work and identify several areas of success and for further development.</p>	<p>Can give detailed feedback to peers/teacher identifying many strengths and areas to develop of a piece of drama in depth.</p> <p>Can answer a wide range of questions about their own work and identify fully areas of success and for further development.</p>



Programme of study for Year 7 Drama

Autumn term	Spring term	Summer term
<p>Theme 1 Introduction: What is Drama? Baseline assessment (7 weeks)</p>	<p>Theme 3 Monologue Performance Formal assessment (6 weeks)</p>	<p>Theme 5 Devised Drama: Ernie's Incredible Illucinations Formal assessment (5 weeks)</p>
HALF TERM HOLIDAY		
<p>Theme 2 Devising Drama: The Listeners Formal assessment (7 weeks)</p>	<p>Theme 4 Scripted Drama: Ernie's Incredible Illucinations Formal assessment (6 weeks)</p>	<p>Theme 6 Improvisation Summative assessment (6 weeks)</p>

Curriculum content for Year 7 Drama

Theme	Content	Assessment
1 Introduction What is Drama? (7 weeks)	Knowledge of key drama terms such as vocal/physical/freeze frame/thought tapping. Understanding of how to apply key drama terms to performance. How to use music to create mood/atmosphere. How to create a three-part narrative. How Drama is critical assessed. Skills: teamwork, vocality physicality, ensemble, improvisation	Physical theatre small group piece “ Create A Monster ”
2 Devising Drama: The Listeners (7 weeks)	Knowledge of how to create an original piece of devised drama from a poem stimulus. Understanding the importance of building tension in a piece of drama Skills: teamwork, script writing, devising, vocalilty physicality, ensemble, improvisation	Devised pieces based on The Listeners 3 scenes 5 minutes approx.
3 Monologue Performance (6 weeks)	Knowledge of how to create an original monologue and perform successfully to an audience Understanding the importance of characterisation, engagement and storytelling. Skills: script writing, devising, vocalilty, physicality, ensemble, improvisation	Original Monologue performance to class 1 to 2 minutes long
4 Scripted Drama: Ernie’s Incredible Illucinations (6 weeks)	Knowledge of how to approach performing and interpreting a classic play text. Understanding the key elements of set design, use props, costume, creating comedy and characterisation. Skills: vocalilty, physicality, comedy improvisation	Performance of a scripted scene from play in small groups 5 minutes approx.
5 Devising Drama: Ernie’s Incredible Illucinations (5 weeks)	Knowledge of how to create an original piece of devised drama from a play stimulus. Understanding the importance creating backstory for characters Skills: teamwork, script writing, devising, vocalilty, physicality, improvisation	Devised piece in small groups based on play stimulus 5 minutes approx.
6 Improvisation (6 weeks)	Knowledge of how to spontaneously improvise successfully. How improvisation can be used to create devised work. Understanding the importance of acceptance in improvisation and listening. Skills: vocalilty, physicality, improvisation	No formal assessment for this scheme of work. Self-Evaluation of Year 7 Drama at the end of the year.

Programme of study for Year 8 Drama

Autumn term	Spring term	Summer term
<p data-bbox="192 400 651 592">Theme 1a Ancient Greek Theatre <i>Formal Assessment</i> (7 weeks)</p>	<p data-bbox="871 400 1352 592">Theme 2b Medieval Morality Plays <i>Formal Assessment</i> (6 weeks)</p>	<p data-bbox="1592 376 2013 616">Theme 3b Shakespeare: Pyramus and Thisbe <i>Formal Assessment</i> (5 weeks)</p>
<p data-bbox="860 807 1366 855">HALF TERM HOLIDAY</p>		
<p data-bbox="192 983 651 1318">Theme 1b Ancient Greek Theatre <i>Formal Assessment</i> (5 weeks) Theme 2a Medieval Mummers Plays (2 weeks)</p>	<p data-bbox="824 1078 1402 1270">Theme 3a Introduction to Shakespeare <i>Formal Assessment</i> (6 weeks)</p>	<p data-bbox="1599 1110 2007 1254">Theme 4 Commedia Dell Arte (6 weeks)</p>

Curriculum content for Year 8 Drama

Theme	Content	Assessment
<p style="text-align: center;">1a Ancient Greek Theatre- The Chorus (7 weeks)</p>	<p>Knowledge of key drama terms such as chorus, canon, echo, unison, and the key plot structure of Ancient Greek Theatre. Understanding of how to apply key choral techniques to a performance. Skills: teamwork, vocality, physicality, ensemble,</p>	<p style="text-align: center;">Men of Thebes Assessment. Groups of 5 or 6. Choreograph and learn the final Choral Ode for the play. 2 Minutes</p>
<p style="text-align: center;">1b Ancient Greek Theatre- Oedipus Rex (5 weeks)</p>	<p>Knowledge of how to create and present a classical tragic theatre piece using mask Understanding the rules of working with and performing in a mask Skills: teamwork, script writing, devising, vocality, physicality, ensemble, improvisation, mask making</p>	<p style="text-align: center;">Oedipus Assessment Groups 5 or 6 Performance with Mask and Costume 5 minutes long Max</p>
<p style="text-align: center;">2a Medieval Morality Mummers Plays (2 weeks)</p>	<p>Knowledge of the development of early English Theatre and specifically Christmas entertainment. Understanding the importance of characterisation, engagement and storytelling. Skills: vocality, physicality, ensemble, improvisation</p>	<p style="text-align: center;">No formal assessment for this short scheme of work for Christmas</p>
<p style="text-align: center;">2b Medieval Morality Plays (6 weeks)</p>	<p>Knowledge of the key role of morality in storytelling and creating drama. Understanding the key elements of morality plays such as a moral dilemma and punchline. Skills: vocality, physicality, comedic improvisation</p>	<p style="text-align: center;">A group of 3-4 devised Morality Play 5 minutes long Max</p>
<p style="text-align: center;">3a Introduction to Shakespeare (6 weeks)</p>	<p>Knowledge of how to interpret a Shakespearean text and bring to life using sound and lighting Understanding the importance of a central metaphor, interpretation and context. Skills: teamwork, script writing, devising, vocality, physicality, improvisation</p>	<p style="text-align: center;">Two assessments in this theme A 2-minute group performance of opening scene of The Tempest And a performance a Shakespeare monologue of no more than 14 lines lasting 1 minute approx.</p>
<p style="text-align: center;">3b Shakespeare Pyramus and Thisbe (5 weeks)</p>	<p>Knowledge of how to create a comedic scene in style of a play that goes wrong Understanding the importance of characterisation and use of comic mistakes. Skills: vocality, physicality, improvisation, script writing, costume and mask making</p>	<p style="text-align: center;">Group performance of Pyramus and Thisbe: the play that goes wrong. 5 minutes long Max</p>
<p style="text-align: center;">4 Commedia Dell Arte Physical Comedy (6 weeks)</p>	<p>Knowledge of how to create stock characters using physicality and character centres Understanding the influence of Commedia on contemporary comic theatre Skills: vocality, physicality, improvisation, comedic improvisation</p>	<p style="text-align: center;">No formal assessment for this scheme of work. Students to complete a Drama self-evaluation at the end of Year 8.</p>

Programme of study for Year 9 Drama

Autumn term	Spring term	Summer term
<p>Theme 1 The Identification Devised Project <i>Formal Assessment</i> (7 weeks)</p>	<p>Theme 3 Devised Project Picture Stimuli <i>Formal Assessment</i> (7 weeks)</p>	<p>Theme 5 Physical Theatre Frantic Assembly (4 weeks)</p>
HALF TERM HOLIDAY		
<p>Theme 2 The Dumb Waiter- Play Script Stanislavski <i>Formal Assessment</i> (7 weeks)</p>	<p>Theme 4 Humpty Dumpty – Play Script Monologue Performance <i>Formal Assessment</i> (7 weeks)</p>	<p>Theme 5 Physical Theatre Frantic Assembly (3 weeks)</p>

Curriculum content for Year 9 Drama

Theme	Content	Assessment
1 The Identification (7 weeks)	<p>Knowledge of key devising techniques</p> <p>Understanding of how to create a piece of Drama from an initial stimulus</p> <p>Skills: teamwork, vocality, physicality, ensemble.</p>	Devised group performance based on The Identification
2 The Dumb Waiter (7 weeks)	<p>Knowledge of how to perform in a Naturalistic style</p> <p>Understanding of the work of director Stanislavski</p> <p>Skills: teamwork, script work, vocality, physicality, ensemble, improvisation, mask making</p>	Duologue performance of short extract from the play
3 Devised project Brecht/Banksy (7 weeks)	<p>Knowledge of the key theories of Epic theatre and the work of Bertolt Brecht</p> <p>Understanding of the key features of non-naturalism</p> <p>Skills: vocality, physicality, ensemble, improvisation</p>	Group Devised performance based on a chosen stimulus.
4 Humpty Dumpty Monologue Performance (7 weeks)	<p>Knowledge of an issue-based play with themes of bullying and peer pressure</p> <p>Understanding the key features of devising from a play script, creating a monologue performance.</p> <p>Skills: vocality, physicality, comedic improvisation</p>	Monologue performance based on a character from the play
5 Physical Theatre (7 weeks)	<p>Knowledge of how use physicality to communicate</p> <p>Understanding of the key features of Frantic Assembly's work</p> <p>Skills: teamwork, script work, devising, vocality, physicality, improvisation</p>	No formal assessment for this scheme of work. Students to complete a Drama self-evaluation at the end of Year 9.