**Key Stage 3 Curriculum Map** Department: DRAMA

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| **subject**  **year** | year 9 | *‘Your GCSE results will open the door and get you the interview. Your Drama skills will get you the job’. We will be learning team building, communication and social skills every lesson. All students will present and perform every lesson in a safe and warm environment built on mutual respect. We will work on confidence, presentation and problem-solving skills as well as focusing on Drama skills required for taking the subject further. The transferable skills covered in every lesson will be valuable and used in any career in the future.* | | | | |
| **no of weeks/lessons** | 1-2 hours  winter term | 4-5 hours  Winter term | 6-7 hours  winter term | 6-7 hours  Spring term | 5-6 hours  spring term | 7-10 hours  Summer term |
| **unit title** | baseline assessment – | Skills – Proxemics, Dramatic Pause, Creating Characters | Trouble at the Party  ASSESSED UNIT | Macbeth - Modern | Charlie’s Notebook  ASSESSED UNIT | Blood Brothers |
| **objective** | be able to work collaboratively to create a short piece of drama  be able to include any drama skills gained in Year 7&8  understand how we are marked in drama | Be able to work collaboratively in pairs and groups  Understand new skills of proxemics, dramatic pause and creating a character profile | Be able to explore knife crime using distancing techniques  Understand how to perform with sensitivity – when to be funny and when to create a serious piece of Drama  Understand new skill – Montage, script writing | be able to understand the plot of Macbeth in a Modern setting  be able to create & sustain a role  understand how to create a character  Know that you can take Shakespeare language and adapt the scenario and the words still make sense  understand new skills – Abstract performance, transition | be able to explore social issues using distancing techniques like hotseating & improv  understand how to create and sustain a believable character  understand the consequences of actions and how to ask for help if needed  understand new skill – script annotation | understand key themes and characters in the set text for GCSE  know how to bring a character to life and how to include techniques in a script  be able to consider design elements like costume & lighting |
| **iterative links** | Students should be able to include knowledge from Year 7&8 for their baseline and will be encouraged to do so | Building on learning from year 7&8 use of characters and collaboration skills | Build on social issues raised in Year 7 – peer pressure and leaving home Year 8. Explore issues that affect young people in a safe distancing way. Use of split scene | building on previous learning with use of physical theatre, script and improvisation | building on previous learning use of thoughts aloud & characterisation | Building on previous learning of creating characters but with a focus on the language for the AQA written examination |
| **knowledge & understanding** | This is aimed to show the new teacher the gaps in the knowledge from KS3 so they can plan accordingly eg if a group includes no techniques, calls a technique the wrong name or laughs through the performance the teacher can plan to work on this and adjust their planning accordingly | Understand new learning and key terms – proxemics, dramatic pause, creating a character profile and then building this character  Knowledge of how proxemics and dramatic pause communicate subtext to an audience | Understand knew learning – montage and script writing  Understand the consequence of violence and knife crime in a community  Know when to play a serious role and when it is appropriate to be funny | understand – creating a character, physical theatre and soundscape  knowledge – retaining lines & knowledge & performing without a script | understand – split scene  Understand how to annotate a script and to develop ideas from this  Understand how to directed or have a director  knowledge of how to seek help if you are having difficulties | Understand – vocabulary for AQA Drama exam  Understand the plot and characters from Blood Brothers  Understand the social context of the play  Knowledge of performing without a script and retaining information  Knowledge of how design elements can support a piece |
| **skills** | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – students need to select appropriate ones from previous learning | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – proxemics, dramatic pause and creating a character | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – montage and script writing skills | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – physical theatre and performing lines from memory | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – how to be a director and how to give and take direction | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – design elements and their terms, themes and characters from the set text |
| **literacy** | use of planning paper  key words on the board – stimulus, character, plot | key words on the board – proxemics, characterisation, Dramatic Pause, Character profile  Use of script | Key words on the board – sequence, plot, split scene, montage  Development of Script writing skills – Police interrogation scene | Use of lines from Macbeth – witches scene  Key words on the board – Abstract, Soundscape, Physical Theatre, Transition | Use of short extract  Development of annotation skills and creative directing ideas  Key words on the board – character, director, annotation | Use of set text from exam board  Drama vocabulary for design elements  Key words on the board – society, narration, costume, set, lighting |
| **numeracy** |  |  |  |  |  |  |
| **assessment** | teacher assessment looking at d&c – development & collaboration + performance – sustaining a role, inclusion of techniques – recorded & place on TEAMS |  | teacher assessment looking at d&c – development & collaboration + performance – sustaining a role, quality of script writing in police scene, inclusion of techniques – recorded & place on TEAMS |  |  | teacher assessment looking at d&c – development & collaboration + performance – sustaining a role including performance from memory, ideas on design elements – recorded & place on TEAMS |
| **cross-curricular** | english – story telling, creating a character  pshe – speaking & listening, team building skills | english – story telling, creating a character  pshe – speaking & listening, team building skills | PSHE – Social & communications skills. Consider the consequences when a crime is committed  School ethos – morals, community, living well together, making responsible citizens  English – script creation, use of imagination | english – Macbeth studied in year 10. Use of lines from the play  pshe – speaking & listening, team building skills | PSHE – Social & communications skills. Consider how others feel and what they might be going through  School ethos – morals, community, living well together, making responsible citizens  English – Script annotation | PSHE – Social & communications skills. Understanding of society and class highlighted in the play  School ethos – morals, community, living well together, making responsible citizens – play deals with crime and redundancy  English – Understanding of playwright’s intentions and how to communicate this successfully |