



**Key Stage 3 Drama/Performing Arts
Programme of Study**



Year 7 Drama: Overview of key skills/the 5 marking criteria

Term 1		Term 2		Term 3	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'At The Oscars' Introductory skills unit *Introduction to explorative strategies *Overview of the 5 marking criteria	'The Wardrobe' Scripted unit. Students will explore extracts of script from the play using different skills within each lesson	Storytelling unit *An overview of how to respond to a stimulus *Exploration of performance styles	Tragedy unit *Exploration of the tragedy genre *Extended project where students conduct their own research on a real tragic event and create a performance based on this	Soap Opera/Characterisation unit *Exploring the voice/movement criteria trying to make characters vocally and physically different from themselves	Horror unit *First look at genre *Exploration of the key features of the horror genre with work on use of lighting and sound
Assessment: *Informal Teacher assessment *Students create their first practical piece, which has to hit all 5 marking criteria	Assessment: *Formal assessment written live theatre evaluation of Trunchbull in Matilda	Assessment: *Informal Teacher assessment *Students create a practical piece in response to a stimulus, which has to hit all 5 marking criteria	Assessment: *Formal practical assessment *Students will be marked on use of voice/movement and their group work skills	Assessment: *Informal Teacher assessment *Students create a practical piece where they aim to play characters with clear vocal and physical differences to themselves	Assessment: *Formal written assessment testing knowledge of Explorative strategies *Students create a piece in the tragedy genre that is factual and again hits the 5 marking criteria

Year 7 Performing Arts: Using the 3 disciplines together

Term 1		Term 2		Term 3	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Introduction to Musical Theatre *Each lesson has a different musical focus and tasks lead up to being able to use the 3 disciplines of music, dance and drama together to perform a musical number	<i>Due to having 1 lesson a fortnight, units in Performing arts last a term</i>	Aladdin *An exploration of the musical from a performance and design perspective	<i>Due to having 1 lesson a fortnight, units in Performing arts last a term</i>	Soundscape/Sound effects to enhance performances *An overview of the importance of sound in the creation of mood and atmosphere	<i>Due to having 1 lesson a fortnight, units in Performing arts last a term</i>
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Year 8 Drama: Genre/style					
Term 1		Term 2		Term 3	
<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Non-naturalism unit *Introduction to the Key GCSE Drama style and overview of non-naturalistic devices	Blood Brothers unit *Scripted unit with an introduction to exploring play texts. *Overview of the key GCSE Drama and English text	Fear unit *A step up from the Year 7 horror unit using the theme of 'fear' to combine explorative strategies with other non-naturalistic devices	Genre unit *A unit exploring and giving an overview of some of the key GCSE Drama genres	True Crime unit *Documentary Drama unit using true crime events as a stimulus for creating drama in differing formats such as news reports/documentaries	Horrible Histories unit *Cross-curricular unit using real life historical events as a starting point to creating non-naturalistic drama
Assessment: *Informal Teacher assessment *Students create their first non-naturalistic piece, which has to hit all 5 marking criteria	Assessment: *Formal assessment: Written live theatre evaluation *Students perform the end scene from the text, having learnt lines.	Assessment: *Informal Teacher assessment	Assessment: *Formal assessment *Students create a piece a genre of their choice that again hits the 5 marking criteria but also includes non-naturalism	Assessment: *Informal Teacher assessment *Students create a true crime piece that is a documentary or news	Assessment: *Formal written assessment assessing knowledge of explorative strategies/non-naturalistic techniques

				report, which has to hit all 5 marking criteria	
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Year 8 Performing Arts: Using the 3 disciplines to enhance Drama/performance work					
Term 1		Term 2		Term 3	
<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Underscoring unit *Exploring the importance of music and sound within performances *Diegetic/non-diegetic sound *Silent movie	<i>Due to having 1 lesson a fortnight, units in Performing arts last a term</i>	Physical theatre *An exploration of how movement and gesture can be used to communicate story/emotion/themes.	<i>Due to having 1 lesson a fortnight, units in Performing arts last a term</i>	Performing Arts Project: Students create the concept for their own musical and pitch this to the class	<i>Due to having 1 lesson a fortnight, units in Performing arts last a term</i>

The 5 Marking Criteria for KS3 Drama:

- *Group work
- *Use of voice
- *Use of movement
- *Evaluation
- *Use of explorative strategies (drama techniques)