Drama Curriculum: KS3

Intent: Drama at St Margaret's is challenging, meaningful and inspirational; impacting the way in which our pupils see the world. At St Margaret's we aim to develop confident and competent public speakers **empowered** to engage people using well developed vocal and physical skills. The study of drama should enrich the students cultural experience and offer them a chance to escape and see how great dramatists use **creativity** as a means of exploring and navigating real life problems. Our students will gain the **knowledge** that underpins a deeper understanding of how drama is imagined, developed and performed, thus equipping them to analyse performance and constantly refine their own work.





| | Term 1 | Term 1 | Term 2 | Term 2 | Term 3 | Term 3 |
|--------|----------------------------|----------------------------|---------------------------------|---------------------------------|-------------------------|-------------------------|
| Year 8 | Satire - 'Bullies' | Satire - 'Bullies' | <u>'Blood Brothers' - Willy</u> | <u>'Blood Brothers' - Willy</u> | Theatre in Education | Theatre in Education |
| | Students will explore a | Students will explore a | <u>Russell</u> | Russell | Students will work in | Students will work in |
| | short play satirising 'The | short play satirising 'The | Students will explore an | Students will explore an | groups to plan, create | groups to plan, create |
| | School Bully'. Pupils will | School Bully'. Pupils will | extract from Liverpool's | extract from Liverpool's | and perform a piece of | and perform a piece of |
| | learn that satire dates | learn that satire dates | greatest playwright. | greatest playwright. | Devised Drama. | Devised Drama. |
| | back all the way to The | back all the way to The | Pupils will learn how | Pupils will learn how | Learning how to | Learning how to |
| | Ancient Greeks and has | Ancient Greeks and has | Russell uses character | Russell uses character | respond to stimuli in a | respond to stimuli in a |
| | been a main stay of | been a main stay of | and setting to make | and setting to make | creative way. | creative way. |
| | comedy throughout the | comedy throughout the | plays that have social | plays that have social | | |
| | ages. | ages. | commentary. | commentary. | Key Learning: | Key Learning: |
| | | | | | Freeze Frame | Freeze Frame |
| | Key Learning: | Key Learning: | Key Learning: | Key Learning: | Narration | Narration |
| | Satire | Satire | Tragic-Comedy | Tragic-Comedy | Choral Speaking | Choral Speaking |
| | Archetype (character) | Exaggeration | Willy Russell | Willy Russell | Bertolt Brecht – Epic | Bertolt Brecht – Epic |
| | Choral Speaking | Physical | Characterisation | Characterisation | Theatre | Theatre |
| | Exaggeration | Characterisation | Accent | Accent | | |
| | Characterisation | Vocal Expression - | Mime | Mime | | |
| | Vocal Expression - | Projection and Tone | Interaction | Interaction | | |
| | Projection and Tone | | Timing | Timing | | |
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| Year 9 | Introduction to Comedy | Introduction to Comedy | Stanislavski - The | Stanislavski - The | Shakespeare - 'Hamlet' | Shakespeare - 'Hamlet' |
|--------|----------------------------|----------------------------|------------------------------------|------------------------------------|--------------------------|--------------------------|
| | <u>- Rowan Atkinson</u> | - Rowan Atkinson | System - Marlon Brando | System - Marlon Brando | Students will explore an | Students will explore an |
| | Students will work on a | Students will work on a | - 'On the Water Front' | - 'On the Water Front' | extract from one of | extract from one of |
| | short sketch comedy | short sketch comedy | Students will explore an | Students will explore an | Shakespeare's most | Shakespeare's most |
| | that satirises the British | that satirises the British | iconic scene from 20 th | iconic scene from 20 th | famous tragedies. | famous tragedies. |
| | education system. | education system. | Century cinema that | Century cinema that | | |
| | | | highlights key elements | encapsulates 'method | Key Learning: | Key Learning: |
| | Key Learning: | Key Learning: | of modern film acting. | acting'. | Shakespearean language | Shakespearean language |
| | Sketch Comedy | Sketch Comedy | Key Learning | Key Learning | Dramatic Irony | Dramatic Irony |
| | Comic Timing | Comic Timing | Difference between | Difference between | Rhythm | Rhythm |
| | Characterisation | Characterisation | stage acting and film | stage acting and film | Pace control | Pace control |
| | through; accent, | through; accent, | acting | acting | Projection and Emphasis | Projection and Emphasis |
| | expression, tone, | expression, tone, | Stanislavski and 'The | Stanislavski and 'The | | |
| | gesture, facial | gesture, facial | System' | System' | | |
| | expression, posture | expression, posture | Strasberg - Method | Strasberg - Method | | |
| | | | Acting | Acting | | |
| | | | Pause | Pause | | |
| | | | Posture | Posture | | |
| | | | Gesture | Gesture | | |
| | | | Focus | Focus | | |
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