

Year 7

Subject: Drama

<p>Overview of the year: At Highgate Wood, KS3 Drama stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment. Meanwhile, it provides students with the key performance and response skills required at KS4 and 5. Over the course of the year, the curriculum is centred on the development of key performance skills through units that explore style and genre, historical events and social issues. In addition to developing performance skills, students will learn how to analyse and evaluate both their own work and the work of others.</p>	<p>Ways to consolidate and extend your learning in Drama: Ask your child to reflect on the themes and moral issues addressed in their lesson Encourage your child to reflect on their practical work, using drama vocabulary Support homework completion Encourage your child to visit the theatre and view performances outside of school Involve your child in debate and discussion on current events (e.g news stories) Encourage regular reading at home, of both fiction and non-fiction texts</p>
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SOW	Unit focus	Content	Skills	Assessment
1	Toys – an introduction to KS3 drama. With focus on developing key skills and drama techniques, using ‘toys’ as a stimulus. Students will be encouraged to use their imaginations and physical/vocal creativity to personify their own toys within a range of scenes, using various key techniques.	Connecting ‘play’ and performance. Key/foundation practical techniques Character creation and personification Spontaneous and rehearsed drama.	Still Image (solo/ group), space and levels, thought tracking, machines, narration, soundscapes, stylised movement, physical theatre, improvisation, self and peer evaluation.	Contributions, ideas and creativity, assessed throughout the unit. Analysis of own practical skills, demonstrated in a piece of written work (hwk).
2	Rainforest An exploration of who rainforests are home to and how/why they are being destroyed. Students are encouraged to understand more about the damage being done and therefore establish more empathy for all those being directly and indirectly affected.	Using research to establish the roles of various characters linked to rainforests. Improving key/foundation techniques and being introduced to new ones. Learning about our own environmental responsibilities.	Narration/voice over, Physical theatre, cross cutting, split scene, still image, hot seating, research, self and peer evaluation.	Research task (hwk) and use of discoveries within practical work in lessons. Planning for audience response by establishing aims and intentions, assessed during group work.
3	Shakespeare A whistle stop tour of some of his most popular plays: Students will explore key themes, characters and plot devices and are also required to interpret and perform a longer scene and establish a relevant context for a modern audience.	An introduction to Shakespeare’s plot devices and narrative ideas. Using language and voice appropriately, to capture dramatic narratives and relationships. Embedding key excerpts of text and quotes into practical work.	Use of language and voice; Reading for meaning; characterisation skills; delivering a narrative; building dramatic tension and creating a climax;	Contributing lots of ideas as actors and directors, throughout the unit, ensuring that each scene/theme is interpreted uniquely and powerfully for an audience.

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	They will understand the universality of his plays and the power of interpretation.			
4	As above	Bringing to life an abridged scene with a range of contrasting characters. Creating an interpretation of this scene for a modern audience. Acting and directing skills.	Physical theatre; mime; interpreting text; Planning and cooperating in a cast; performance skills; self and peer evaluation.	Building resilience and meeting challenges when rehearsing and performing Act 1, scene 3 of A Midsummer Night's Dream to an audience, including learning lines (hwk).
5	Theatre Critic - A viewing of a live or recorded piece of theatre that students will learn how to review Students will understand how to form an informed and valid opinion as a drama student, and the difference between analysis and evaluation. Students will understand how to be successful when staging theatre,	Reviewing theatre through analysing successes, disappointments and suggesting improvements. Focusing on performers' key skills and analysing their successes and shortcomings. Appreciating how to use the language of evaluation, as an audience member, based on a director or actor's aims	Live Theatre Evaluation structure; magic 4 analysis; extending drama vocabulary and key terminology eg stage configurations, blocking, lighting effects.	Extended writing demonstrating the language of analysis and evaluation from a personal perspective.
6	Commedia Dell'Arte - An overview of Commedia Dell'Arte, looking into its origins and how it influences comedy today. The unit examines some of the key conventions of the genre and looks closely at the stock characters featured in Commedia Dell'Arte plays. Students will understand the link between Commedia Dell'Arte players and the working people they entertained, connecting this theatrical style with contemporary street theatre.	Understanding Commedia Dell'Arte as a theatrical style and genre. Examining and developing stock characters. Learning about the history of comedy/theatre. Experimenting with physical comedy. Integrating plot devices into improvisation..	Non-verbal communication and performance skills; use of pace/action and interaction to create comedy (Lazzi); mime; working with plot devices, eg, chase, failed slap, clocking the audience; self and peer evaluation.	Selecting and adapting appropriate drama techniques to fulfil aims for audience, assessed as students' devise their own Commedia scenes. Full commitment to this exaggerated style and the range of techniques they are learning, assessed through regular performances.

Year 8

Subject: Drama

<p>Overview of the year: Students will study drama as a discrete art form, as well as a tool for issue-based exploration. Practical work will introduce students to a broader and more sophisticated use of techniques and characters, as well as developing acting skills to encourage empathy for and understanding of real life events. Students will gain more confidence as directors as well as actors and creators and they will use a range of stimuli from images to text to video recordings and soundtracks.</p>	<p>Ways to consolidate and extend your learning in Drama: There is no substitute for seeing live theatre or taking part in practical workshops, projects or clubs, so get involved with opportunities that are offered in your local area or at school. Remember that many drama activities and theatre tickets are on offer at a greatly reduced price or even free for young people – ask your teacher for advice. When you watch actors perform, consider what makes them exciting, believable or interesting to watch and how you could use those skills/ideas too! Remember that plays are also good to read and bring to life in your imagination, so try taking out a play from the library, rather than sticking to novels. You might be surprised!</p>
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Half term	Unit title	Content	Skills	Assessment
1	Mean to be Free	Harriet Tubman and black slavery. Life on the plantation. Escape to freedom and the underground railroad. Spirituals to create rhythm and mood. The abolition of slavery and segregation.	Scripting and performing monologues Stylised movement Prepared improvisation. Split scene Still image	Creative writing: monologue Development and rehearsal of scenes, including delivery of monologues, for impacting and educating audience .
2	Sparkleshark by Phillip Ridley	Practical study of a whole play text: from page to stage. Interpreting roles and scenes as actors and directors. Rehearsal techniques to improve scene delivery. Exploring status, bullying, friendships, peer dynamics.	Characterisation Language delivery Physical theatre and Mime Blocking Building dramatic tension Pace/stillness	Working as a cast member to experiment with and select effective techniques/approaches each lesson. Assessed performance. Extended writing: Analysis and Evaluation as cast member.
3	Genre	Introduction to a range of popular genres. Conventions, theatrical styles, techniques and character types, associated with each genre Using music alongside drama to influence the mood, tone and audience response.	Stock characterisations Mime and movement Use of script/dialogue to fit specific genres Musicality Rhythm, pace and timing	Research on a chosen genre Adapting as an actor to various genres and affecting audience.

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4	Genre (cont.)	Structure Selecting skills/techniques and making choices in keeping with chosen genre.	Creating satire Dumb show Sustaining role and acting style.	Verbal analysis and evaluation of skills to create specific effects. Performance to peers
5	Greek Theatre	The purpose and features of a Greek Chorus Ritual and Oracle Amphitheatre and audience experience Exaggerated, physical and vocal style	Ensemble, unison, cannon Chant, soundscape, repetition Physical theatre Stylised movement Use of space, pattern and shapes	Application of techniques within scenes and choral work. Ongoing commitment to delivering this theatrical style and content.
6	Clowning	Clowning as a theatrical style. The qualities and idiosyncrasies of a clown Audience – actor relationship Contemporary clowns	Breaking the fourth wall Clocking the audience The 5 faces of a clown Non-verbal narrative Physicality and gesture	Equal and individual contributions within small groups, each lesson. Communication with audience Written peer evaluation and analysis, as audience.

Year 9

Subject: Drama

<p>Overview of the year: Students will study drama as a discrete art form, as well as a tool for issue-based exploration or historic events. Practical work will introduce students to a broader and more sophisticated use of techniques, characters and stage configurations, as well as developing acting and directing skills to encourage empathy for and understanding of real life events and ongoing issues in society. Students will gain more confidence as practitioners as well as actors and devisers and they will use a range of stimuli from images to script extracts to live theatre recordings and soundtracks.</p>	<p>Ways to consolidate and extend your learning in Drama: There is no substitute for seeing live theatre or taking part in practical workshops, projects or clubs, so get involved with opportunities that are offered in your local area or at school. Remember that many drama activities and theatre tickets are on offer at a greatly reduced price or even free for young people – go online or ask your teacher for advice. When you watch actors perform, consider what makes them exciting, believable or interesting to watch and how you could use those skills/ideas too! Consider use of staging, space and levels and how messages are communicated to you. Remember that plays are also good to read and bring to life in your imagination, so try taking out a play from the library, rather than sticking to novels. You might be surprised!</p>
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Half term	Unit title	Content	Skills	Assessment
1	The Steven Lawrence Story	Exploring Institutionalised Racism through the Steven Lawrence case Explore how the death of Steven Lawrence changed laws, years later which helped address, expose and outlaw Institutionalised Racism	Characterisation Skills Proxemics Still-Image Thought-tracking Hot-seating Research	Practical performance to show aim/intention of a docudrama performance Written research to show understanding of the theme Institutionalised Racism
2	Exploring Scripts	Using a variety of drama techniques to explore a range of play extracts and learning how to bring the character to life and give meaning to the performance Discovering theatrical styles appropriate to the genre and specific time period	Characterisation skills Vocal skills Split-stage Proxemics Re-action/action Analysis Evaluation	Practical performance to show an improved, deepen and well developed character for a memorable performance Verbal use of sophisticated language when analysing a performance
3	It was Terrifying: (A Refugee's experience)	Exploring the emotional, mental and physical aspects of a refugee's experience through theatrical techniques used by multiple practitioners and theatre companies.	Abstract Theatre The Objective Magic If Stylised Movement	Verbal use of technical drama vocabulary and terminology when analysing and evaluating self, peers and group performance.

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			Physical Theatre	Improving own performance using critical feedback in rehearsal
4	It was Terrifying: (A Refugee's experience)	Exploring the emotional, mental and physical aspects of a refugee's experience through devising a performance influenced by a chosen practitioner, which demonstrates the plight of a refugee.	Immersive Theatre Alienation Breaking the 4 th wall Naturalism	Practical assessment demonstrating students' understanding of a practitioner's techniques through devising and performance.
5	Duologues	Exploring duologues in multiple scripts to create different performance interpretations, depending on the directorial aims/intentions.	Blocking and Proxemics Characterisation skills Vocal skills Directing Script work Naturalism	Ongoing assessment to demonstrate their understanding of the director's and actors' aims and intentions for the audience Script writing: duologue for other students to perform
6	Devising	Using a stimulus practically. Exploring and contributing to the devising process as part of a group. Selecting chosen practitioner's techniques to meet aims and intention. Planning and rehearsing performance.	Creative planning Practitioner Technique Characterisation skills Vocal skills Proxemics and Special Awareness Split-stage/scene Ensemble techniques	Group devised performance based on a stimulus and influenced by chosen practitioner Written evaluation of another group's piece and a specific actor's performance.