



Courtesy | Care | Courage | Creativity

## Performing Arts and Drama - KS3 Curriculum Intent 2024-25:

<u>Year 7 Performing Arts</u>	<u>Year 7 Drama</u>	<u>Year 8</u>	<u>Year 9</u>
<p>By the end of their <b>Rotation (8-10 weeks)</b> every student will have had the opportunity to be involved as <b>Musician, Actor</b> and <b>Dancer</b> in their own unique production.</p> <p>Students will explore the '<b>Mini Musical</b>' topic in specific <b>Performing Arts Music</b> and <b>Drama</b> lessons and will <b>perform</b> their piece to an <b>invited audience</b> on the last lesson.</p>	<p>By the end of Year 7 students are able to use and apply <b>basic Drama Techniques</b> as a means of <b>communicating</b> a theme drama to an <b>audience</b>.</p> <p>Students will start to <b>develop knowledge</b> of how to <b>change their vocal and physical skills</b> to match the <b>character</b> they are performing and show basic awareness of <b>an audience</b>. Students will be able to <b>stage a scene</b>.</p> <p>Students will begin to <b>develop an understanding</b> of how to create a performance in <b>response to a stimulus</b> and create some <b>meaning behind their work</b>.</p> <p>Students will be introduced to <b>style and genre</b> and <b>explore basic set, props, lighting and costume design</b>.</p>	<p>By the end of Year 8 students are able to <b>identify, use and apply</b> a wider range of <b>stylistic features, Dramatic Techniques</b> and <b>Theatrical Skills</b> to their work, both <b>individually and in groups</b>. Students will be able to <b>identify, describe and explain</b> how these are / could be used to create <b>meaning to an audience</b>.</p> <p>Students will be introduced to different <b>styles (past and present)</b> and explore some <b>stylistic features</b> of specific <b>genres</b> and <b>understand how to communicate meaning</b> to their <b>audience</b> in more depth.</p> <p>Where possible, students will have the opportunity to <b>build</b> upon their <b>practical design</b> and <b>technical skills</b>.</p>	<p>By the end of Year 9 students are able to <b>understand and apply</b> the different <b>stylistic features</b> learnt in Year 7 and Year 8 in more complex ways in both <b>Scripted</b> and <b>Devised</b> work.</p> <p>Students will <b>develop creative ideas</b>, demonstrating more <b>complex</b> and <b>thought-provoking performances</b> for specific <b>target audiences</b>.</p> <p>Students will be able to <b>practically</b> explore and create their own <b>technical design</b> as a <b>Director / Stage Manager / Lighting Designer</b> for specific performances.</p>



## **Performing Arts and Drama - KS3 Curriculum Intent 2024-25:**

### **Aim**

We aim to instil a love of **creating, performing** and **appreciating Drama** whilst fostering lifelong, **transferable skills** like **empathy, team work, confidence, creativity** and **discipline**. Our students can **experience risk and failure in a supportive environment** to enable **progression** and **growth**. We teach students to be **independent learners who support each other to move work forward**. We develop cultural capital by exposing students to a range of **Drama and Theatre in different contexts** to promote **visually literate** and **emotionally intelligent young people** who are able to **communicate effectively** with others in school and the wider world.

### **Curriculum**

We follow a **spiral curriculum** where the skills, knowledge and understanding demanded by the **GCSE specification** and beyond are explored from the beginning of the KEVI CEVC School journey and **developed in complexity and depth as students move up in the school**.

In **Year 7**, students learn how to tell a **story** through the medium of Drama, **devising** their own performances and working with **script**. They develop **spatial awareness** and **characterisation** whilst **learning skills, techniques** and **conventions** that help **create mood and atmosphere**. Students will be introduced to **Shakespeare** and re-engage with the works of **Roald Dahl**.

In **Year 8**, students **build** on their skills with an emphasis on the **social, cultural** and **historical context** of Drama; exploring **Melodrama, Physical Theatre, Stanislavski** and **contemporary playwrights**.

In **Year 9**, students **devise** work with a more **complex focus** and study **play texts, practitioners** and **genres** in greater detail, including **Brecht, Epic** and **Verbatim Theatre**.

- **Year 7:** Use space and character to devise work and present script.
- **Year 8:** Apply skills in a range of historical, social and cultural contexts
- **Year 9:** Add depth through detailed study of play texts, practitioners and genre



## **Performing Arts and Drama - KS3 Curriculum Intent 2024-25:**

### **Meeting Learner Needs**

We ensure that we meet learner needs with a **broad** and **balanced curriculum** which **enables students to make their own guided choices**. **Open ended tasks, differentiated criteria** and **mixed ability groupings** allow responses at different levels and offer opportunities for students to take **leadership roles** and **support each other**.

We aim to **develop a wide range of knowledge and skills** working to a professional standard. We recognise that **creativity requires great discipline and a growing mastery of skills and concepts**.

We aim to ensure **expectations are high** and students can anticipate working outside their comfort zone.

### **Assessment**

In **Performing Arts** and **Drama**, students predominantly demonstrate what they know and understand in the **performances they create** and **discuss**. We place importance on **developing subject specific vocabulary** to help them **evaluate their learning**, both **verbally** and in the **written** form, with **analysis** and **justification**. Throughout **Key Stage 3**, students are actively encouraged to **reflect** on their own and each other's work as a tool for moving forward. From **Year 9** onwards this extends to reviewing professional productions in a **more structured** and **formal** way. Students study a selection of **play texts** in each Year Group with **writing tasks** becoming progressively more extensive and demanding. Students learn about **semiotics** from **Year 7** onwards and in class **assessment records, targets** and **areas for improvement** are logged on **GO4Schools**.

### **External Links**

- We promote the development of **literacy, numeracy, ICT** (as appropriate), **cross-curricular** links and **personal values**.
- We **encourage literacy development** through the reading and learning of play scripts, class discussion, group work and negotiation, peer evaluation, the study of subject specific vocabulary, exam literacy, structuring writing, reviewing live theatre and using language to suit different characters, situations and time periods.
- We **encourage numeracy development** through teaching spatial awareness, use of movement, positioning, levels, shapes, sight lines and symmetry, use of timing, rhythm, pattern, sequences and pace, groupings and the design elements (set/costume/lighting and sound plots).
- We **teach knowledge** and **skills** through **PSHE/RSE** links such as peer pressure and bullying, internet safety and drugs, alcohol and tobacco.