

KS3 Curriculum Map 2023-2024

Knowing more, remembering more, creating more

As a department, we are passionate advocates for the life-changing nature of the Arts. Through a rich and diverse engagement in culture, we seek to ensure that young people reap the benefits of spiritual, moral, social and cultural development. Alongside this we look to develop confident and knowledgeable students who outwardly show an appreciation of the arts as part of a well-rounded education.

In KS3 Drama at RMGS we strive to develop learners who are accomplished in the following areas:

CREATING	PERFORMING	RESPONDING
leadership communication creative thinking working as a group	voice and movement skills characterisation exploration of drama techniques communication with an audience	analysis and evaluation use of drama vocabulary understanding of impact on an audience fluency of written prose

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 1 lesson per week	<u>World Stories: Sharing Heritage Tales</u> What are the key components to telling a powerful story?	<u>Play Text: Shakespeare</u> How might traditional performance practice help me to shape a performance for a modern audience?	<u>Play Text: 'Frankenstein'</u> How can we think like a director to creatively stage a story?	<u>Theatrical Forms: Didactic Theatre</u> In what ways can theatre give a 'voice to the voiceless'?	<u>Live Theatre: NT Collection 'Treasure Island'</u> 'The story of Treasure Island was brought alive for a modern audience.' Discuss.	<u>Cross-Curricular Project</u> How do we bring together our experiences of drama and theatre to create a performance for others?
Knowledge & Skills	Heritage stories Anansi Spider Jabu the Lion Lech, Czech and Rus Baba Dochia Introduction to the Drama Skills Toolkit	'A Midsummer Night's Dream' Commedia dell Arte Iambic pentameter Duologues	Phillip Pullman's 'Frankenstein' Staging types Audience / actor interaction	Cathartic vs didactic Boal Brecht Verbatim	National Theatre 'Treasure Island' Live Theatre Evaluation Technical and design elements	Drama Skills Toolkit Ensemble skills
Assessment	Group performances or heritage stories (formative)	Duologue performance (summative)	Group performance (summative)	Ensemble practice (formative)	Written live theatre evaluation (formative)	Group devised performance (summative)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 8</p> <p>1 lesson per week</p>	<p><u>World Stories:</u> <u>Masks, puppets and</u> <u>physical theatre</u></p> <p>How can abstract theatrical forms be used to explore the human experience on stage?</p>	<p><u>Play Text:</u> <u>'The Curious Incident'</u></p> <p>What impact do contemporary theatre makers have on my understanding of themes and issues?</p>	<p><u>Core Drama Skills:</u> <u>Devising Drama</u></p> <p>How might I define my voice as theatre maker when no script has been provided?</p>	<p><u>Play Text:</u> <u>'The Caucasian Chalk Circle'</u></p> <p>In what ways are stories of the past relevant to 'the now'?</p>	<p><u>Live Theatre:</u> <u>NT Collection 'Peter Pan'</u></p> <p>'The story of Treasure Island was brought alive for a modern audience.' Discuss.</p>	<p><u>Theatre History:</u> <u>Greek</u></p> <p>How might the roots of theatre inform our modern theatre practice?</p>
Knowledge & Skills	<p>Trestle Puppetry Physical theatre Drama Skills Toolkit</p>	<p>Mark Haddon's 'The Curious Incident of the Dog in the Night-Time' Physical theatre Frantic Assembly</p>	<p>Responding to stimulus material Performing in a company Creative leadership</p>	<p>Brecht's 'The Caucasian Chalk Circle' Epic Theatre Didactic Theatre Theatrical styles</p>	<p>National Theatre's 'Peter Pan' Live Theatre Evaluation Technical and design elements</p>	<p>Euripides' / Powers' 'Medea' Choral work Masked theatre Ensemble work</p>
Assessment	Ensemble practice (formative)	Group devised performance (summative)	Group devised performance (summative)	Structured VIVA (formative)	Written live theatre evaluation (formative)	Group presentation (summative)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 9</p> <p>1 lesson every week</p>	<p><u>Contemporary playwrights</u></p> <p>What impact does the work of contemporary playwrights have on my own understanding of the world around me?</p>	<p><u>Play Text: 'DNA'</u></p> <p>How does Kelly's social commentary translate into performance moments?</p>	<p><u>Core Drama Skills: Devising Drama</u></p> <p>How can I use my theatre craft to create a performance for an audience?</p>	<p><u>Play Text: 'The Empress' Tanika Gupta</u></p> <p><i>in development</i></p>	<p><u>Live Theatre: NT Collection 'Barbershop Chronicles'</u></p> <p><i>in development</i></p>	<p><u>Theatre Design: Shoebox Theatre</u></p> <p><i>in development</i></p>
Knowledge & Skills	<p>Bola Agbaje Evan Placey Jasmine Naziah Jones</p> <p>Playwright intentions</p> <p>Thematic exploration / SCHP context</p> <p>Company skills</p>	<p>Kelly's 'DNA'</p> <p>Duologues</p> <p>Creating on stage relationships</p> <p>Acting skills</p>	<p>The Paper Birds</p> <p>Theatre craft</p> <p>Devising skills</p> <p>Leadership & teamwork</p>	<i>in development</i>	<i>in development</i>	<i>in development</i>
Assessment	Group performances (formative)	Group scripted performances (formative)	Group devised performance (summative)	Group devised performance (summative)	Written live theatre evaluation (summative)	Group presentation