

'Drama KS3' Curriculum Map

<p>Intent: Creativity, Collaboration, Creative thinking, Verbal reasoning, characterisation, Oracy, Page to performance, Confidence, Communication.</p> <p>All CFs students will:</p> <ul style="list-style-type: none"> ➤ Become proficient in creating, rehearsing, performing and developing Drama. ➤ Explore how ideas are created, refined and used for performance. ➤ Evaluate and analyse creative work using the language of Drama, performance, and rehearsal in both their own and others' work. ➤ Learn about the historical and cultural importance of Drama. ➤ Learn critical skills that encompasses Drama as an art form and a skill. ➤ Develop effective recording of rehearsal notes, evidence and feedback. 	<p>Intrinsic Subject Value</p> <p>We believe that every child has the right to an ambitious and broad Drama curriculum. At Court Fields, our curriculum equips students with the vital and necessary skills to succeed in life. Drama is about more than simply performing; it encompasses our world, promotes an understanding and knowledge, of culture and enriches our lives. Alongside this, an education in Drama provides cultural capital, a sense of self, independence, confidence, resilience and the ability to take creative effective risk.</p>					
<p>KS2 'Subject' Curriculum 'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.'</p>	<p>Create – Perform – Reflect</p> <ul style="list-style-type: none"> Style Practitioners Plays Playwrights Production roles Appreciation of live performance. 					
<p align="center">Year 7</p>	<p>SOL Title: Introduction to Drama</p> <p>Rationale: Students arrive at KS3 with varying degrees in drama education. This unit secures the foundation blocks in creating, developing, , devise from stimulus material and develop clear characters. In addition, students will begin to explore a wide variety of explorative strategies and dramatic techniques.</p> <p>Substantive Knowledge: Creating characters, using texts to inform performance, improvising scenes, use of gestures, body language, vocal, physical, emotional skills, dramatic techniques and strategies. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks. Actor, director, playwright, theatrical roles. Assorted texts</p> <p>Disciplinary Knowledge: Creating, performing, reflecting, dramatic techniques, performing, scripted material, stage positions.</p> <p>Essential Components of performance – Creating, developing, refining. Basic techniques.</p> <p>Prior Learning/ retrieval Has anyone been to a theatre? Where do we see performance? What is a performance style? What is a character? What is performance? What is Drama? What makes theatre? What skills do we need? Why do we study Drama? What is a narrative? What is clarity in performance? How do we behave as an audience?</p>	<p>SOL Title: Introduction to Drama</p> <p>Rationale: Students arrive at KS3 with varying degrees in drama education. This unit secures the foundation blocks in creating, developing, and refining drama. This enables students to develop their confidence, knowledge, and critical skills of the subject. Students will have the opportunity to create stories, devise from stimulus material and develop clear characters. In addition, students will begin to explore a wide variety of explorative strategies and dramatic techniques.</p> <p>Substantive Knowledge: Creating characters, using texts to inform performance, improvising scenes, use of gestures, body language, vocal, physical, emotional skills, dramatic techniques and strategies. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks. Actor, director, playwright, theatrical roles. Assorted texts</p> <p>Disciplinary Knowledge: Creating, performing, reflecting, dramatic techniques, performing, scripted material, stage positions.</p> <p>Essential Components of performance – Creating, developing, refining. Basic techniques.</p> <p>Prior learning / retrieval: Has anyone been to a theatre? Where do we see performance? What is a performance style? What is a character? What is performance? What is Drama? What makes theatre?</p>	<p>SOL Title: Shakespeare for Stage</p> <p>Rationale: Students arrive at KS3 with varying degrees of drama education. This unit explores Shakespearean performance as style and theatre genre. Students will gain an understanding of Shakespearean performance through the page to stage process. Students will explore a variety of Shakespearean plays, building on previously studied works. Student will interpret a variety of texts and bring these to life through performance.</p> <p>Substantive Knowledge: Theatre history, Shakespearean performance, melodrama, rhythm, pace, breadth. King Lear, Romeo and Juliet, Hamlet, A Midsummer' Night's Dream, Macbeth Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Understanding different styles of theatre, history of theatre, how can a text be modernised? Performing/creating processes. What is your responsibility when performing a text?</p> <p>Prior learning / retrieval: Who is Shakespeare? What is a Shakespearean performance? What is performance energy? What is the role of the playwright/director? How has performance changed over time? Why do we still perform Shakespeare?</p> <p>Essential Knowledge: Shakespearean performance skills.</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in</p>	<p>SOL Title: Physical Theatre (Performance Style) PRO FORMA</p> <p>Rationale: Students arrive at KS3 with varying degrees of drama education. This unit explore physical theatre as performance style. Students will explore creating a narrative through movement, use of the body and space. Students will understand the role of physical theatre and apply skills to wider performance work across our curriculum.</p> <p>Substantive Knowledge: Physical Theatre, body language, gait, pace, rhythm, movement, proxemics, slow motion, fast motion, dance Frantic Assembly, Punchdrunk, Jasmin Vardimon, Complicite, DV8, Jacques Lecoq Assorted stimulus material. The role of the ensemble, collaboration. Reflecting, Analysis, Audience, constructive criticism, feedback.</p> <p>Disciplinary Knowledge: How can we create performance work using our bodies? What makes clear physical theatre? How do we communicate meaning through our body language? Performing, creating, risk-taking.</p> <p>Prior learning / retrieval: What is movement? How can we communicate a story through movement? What is narrative? What is pace? What is space? What is body language?</p> <p>Essential Knowledge: Application of physical theatre to communicate meaning.</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role</p>	<p>SOL Title: The Terrible Fate of Humpty Dumpty (Exploration of Text) PROFORMA</p> <p>Rationale: Students arrive at KS3 with varying degrees of drama education. This scheme explores the page to stage process of scripted performance work. Students will develop an understanding of how performance work is created from script to production. In addition, students will deepen their understanding of characterisation, stage space and use of performance techniques. Students will explore the playscript and consider the responsibilities of the author, actor, director, and production roles.</p> <p>Substantive Knowledge: Page to stage, intentions, character choices and objectives, themes through performance, characterisation. The role of the playwright, director, stage manager, producer. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Using a script to perform effectively, bring out themes and issues, presenting theatre as an educative tool, receiving feedback from an audience. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is a play? How is it different form a novel? What are stage directions? What is a playwright? What is a theme?</p> <p>Essential Knowledge: Bringing a text to life.</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural</p>	<p>SOL Title: Slapstick/Pantomime (Performance Styles) PROFORMA</p> <p>Rationale: Students arrive at KS3 with varying degrees of drama education. The scheme explores Pantomime and Slapstick as a performance style. Students will build on the knowledge they have developed over the past year and utilise dramatic conventions within their work. Students will deepen their understanding of theatrical history through looking at these genres in a linear way. Students will explore how theatre has changed over time and the similarities and difference between styles.</p> <p>Substantive Knowledge: Comedy, 3 rules of mime, timing, facial expressions, reactions, comedy over time. Melodrama, Commedia Dell'Arte, Slapstick. Buster Keaton, Charlie Chaplin, Rowan Atkinson. Assorted stimulus material. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Application of slapstick and pantomime techniques/conventions, using comedy to entertain, understanding different styles of theatre, communicating meaning, collaboration. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is comedy? Why do we find things funny? What is pantomime? What is a theatrical style? Why do we still watch pantomimes? What is a dramatic convention?</p> <p>Essential Knowledge: Rules of comedy and slapstick.</p>

	<p>What makes a good rehearsal?</p> <p>Essential Knowledge: Creating and reflecting on clear performance work.</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary Literacy: Vocal, Physical, Emotional, Clarity, Stage, Performance, Rehearsal, Explorative Strategy, Technique</p> <p>Summative Assessment: Students will complete a baseline performance towards the end of the unit. The performance will focus on characterisation, explorative strategies and rehearsals focus.</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p>What skills do we need? Why do we study Drama? What is a narrative? What is clarity in performance? How do we behave as an audience? What makes a good rehearsal?</p> <p>Essential Knowledge: Creating and reflecting on clear performance work.</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary Literacy: Vocal, Physical, Emotional, Clarity, Stage, Performance, Rehearsal, Explorative Strategy, Technique</p> <p>Summative Assessment: Students will complete a baseline performance towards the end of the unit. The performance will focus on characterisation, explorative strategies and rehearsals focus.</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p>developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Shakespearean, Energy, The Globe, Rhythm, Physical, Acts, Scenes</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p>that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary Literacy: Movement, physical, space, proxemics, tension, levels, body language, body, gestures, narrative, structure</p> <p>Summative Assessment: Students will be assessed on their application and ability to showcase physical theatre skills in response to a chosen stimulus.</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p>capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary Literacy: Playwright, thematic, scripted performance, theatre in education.</p> <p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary Literacy: Melodrama, pantomime, slapstick, comedy, conventions.</p> <p>Summative Assessment: Students will be assessed mid-way through the term on their ability to showcase pantomime and slapstick skills</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>
--	--	---	--	---	---	---

<p><u>SOL Title –Crime and Punishment - Devising</u></p> <p>Rationale: Students will continue to develop and deepen their understanding of drama skills and techniques. Students have now established a solid foundation from year 7 in which they can develop, broaden and apply their knowledge. In this unit, students will explore the role of devising to create performance work.</p> <p>Substantive Knowledge: Understanding the devising process, applying themes to performance, using dramatic techniques, taking creative risks. Assorted stimulus material. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Devising process and development of original performance work. Utilising stimulus sources to create, develop, refine performance work. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is a stimulus? What could devising mean? What is improvisation? What is a gang? What is improvisation? What is an explorative strategy? How do we apply techniques to performance? How do we communicate a theme/idea/educative principle?</p> <p>Essential Knowledge:</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Devising, stimulus, narrative, structure.</p> <p>Summative assessment: Students will be assessed on their ability to devise work from stimulus material. Students will be marked on both the process and product of their creative work.</p>	<p><u>SOL Title - Chicken</u></p> <p>Rationale: Students will continue to develop and deepen their understanding of dramatic skills and techniques. Students have now established a solid foundation from year 7 in which they can develop, broaden and apply their knowledge. Students will continue to deepen and develop their understanding of the page to stage process through exploring Chicken by Mark Wheeler</p> <p>Substantive Knowledge: Reading a script, characterisation performing a script, taking creative risks with a script. Chicken by Mark Wheeler Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Applying structure to performance work, understanding the role of the playwright, character development, bringing text to life in a creative way. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What makes a play? How do we structure a play? What leads to interesting Drama? Why would an audience watch this production? What is bullying?</p> <p>Essential Knowledge:</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Theme, play text, communication, storytelling, verbatim.</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p><u>SOL Title – Documentary Drama</u></p> <p>Rationale: Students will continue to develop and deepen their understanding of drama skills and techniques. Students have now established a solid foundation from year 7 in which they can develop, broaden and apply their knowledge. Students will develop drama in response to real life stories and events.</p> <p>Substantive Knowledge: Verbatim theatre, responding to stimulus, taking creative risks, developing original work. Growtoski, Alecky Blythe Assorted stimulus material. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Devising process and development of original performance work. Using real-life stories as stimulus. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is a narrative? What stories lead to interesting drama? How do we adapt performance for the stage? What is our responsibility as a theatre maker? How do we communicate intention? How do we give meaning to our work?</p> <p>Essential Knowledge:</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Verbatim, documentary drama, narrative, narrative structure, climax, anti-climax.</p> <p>Summative assessment: Students will be assessed on their ability to produce a piece of documentary drama. The assessment will involve an element of original scripted material.</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks</p>	<p><u>SOL Title – Blood Brothers</u></p> <p>Rationale: Students will continue to develop and deepen their understanding of drama skills and techniques. Students have now established a solid foundation from year 7 in which they can develop, broaden and apply their knowledge. Students will explore Willy Russel’s Blood Brothers. Students will deepen their understanding of how to interpret and stage texts.</p> <p>Substantive Knowledge: Musical theatre, social message through performance, application of techniques in performance, page to stage. Blood Brothers by Willy Russell Bertolt Brecht, Konstantin Stansilavski Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Advanced character development, applying practitioners styles, creative risks. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is class? What is status? What is musical theatre? What is a narrator? What is the fourth wall? What is realism?</p> <p>Essential Knowledge:</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Brechtian, Stanislavski, narrator, fourth wall, storytelling, musical theatre</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p><u>SOL Title- Theatre Practitioners</u></p> <p>Rationale: Students will continue to develop and deepen their understanding of drama skills and techniques. Students have now established a solid foundation from year 7 in which they can develop, broaden and apply their knowledge. Students will explore a variety of theatre practitioners and their influences. Students will consider the style of each practitioner and how their work has led to forms of theatre.</p> <p>Substantive Knowledge: Understanding the role of a practitioners, theatre through history, styles of performance, contemporary performance practice. Stanislavski, Brecht, Artaud, Kneehigh, Berkoff Assorted contemporary texts. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: How does a practitioner influence style and form. What is the role of a practitioner in modern theatre – legacy. Developing process around theatre styles and creating original work in line with practitioners. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is a practitioner? What is a theatrical style? What is an influence? What is realism? What could non-naturalist mean? What does abstract mean? What is physical theatre?</p> <p>Essential Knowledge:</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Stanislavski, Berkoff, Brecht, Lecoq, Kneehigh, Artaud, Practitioner</p> <p>Summative assessment:</p>	<p><u>SOL Title – Theatre Practitioners</u></p> <p>Rationale: Students will continue to develop and deepen their understanding of drama skills and techniques. Students have now established a solid foundation from year 7 in which they can develop, broaden and apply their knowledge. Students will explore a variety of theatre practitioners and their influences. Students will consider the style of each practitioner and how their work has led to forms of theatre.</p> <p>Substantive Knowledge: Understanding the role of a practitioners, theatre through history, styles of performance, contemporary performance practice. Stanislavski, Brecht, Artaud, Kneehigh, Berkoff Assorted contemporary texts. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: How does a practitioner influence style and form. What is the role of a practitioner in modern theatre – legacy. Developing process around theatre styles and creating original work in line with practitioners. Performing, creating, risk-taking</p> <p>Prior learning / retrieval: What is a practitioner? What is a theatrical style? What is an influence? What is realism? What could non-naturalist mean? What does abstract mean? What is physical theatre?</p> <p>Essential Knowledge:</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Disciplinary literacy: Stanislavski, Berkoff, Brecht, Lecoq, Kneehigh, Artaud, Practitioner</p>
--	---	--	--	---	--

	<p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>		<p>are used to support written development in KS3.</p>		<p>Students will be assessed mid-way through this unit of work. The assessment will be based on students showing an understanding of theatrical style through a practitioner’s influence.</p> <p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p>Formative Assessment: Question and performance based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	
--	---	--	--	--	---	---	--

<p><u>SOL Title – Canoe Man</u></p> <p>Rationale: The students arrive at year 9 with two years of skills and experience in drama. This scheme is based on devising around the story of ‘Canoe Man’. Students will apply their understanding of dramatic conventions and techniques to a variety of stimulus.</p> <p>Substantive Knowledge: Advanced devising, advanced drama techniques. Bertolt Brecht, Konstantin Stansilavski Assorted stimulus material Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Devising process, using stimulus sources, performing, reflecting, creating, risk-taking.</p> <p>Prior learning / retrieval: What is documentary drama? What is devising? How do we apply techniques to performance? How do we develop clarity? How can we devise for effect? Advanced performance practice retrieval.</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Essential Knowledge:</p> <p>Disciplinary literacy: Devising, narrative, stimulus, structure, verbatim, storytelling.</p> <p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p> <p>Summative assessment: Students will be assessed on their response to stimulus and devising skills.</p>	<p><u>SOL Title: DNA by Dennis Kelly</u></p> <p>Rationale: The students arrive at year 9 with two years of skills and experience in drama. This scheme is based on Dennis Kelly’s play – DNA. Students will follow the page to stage process and perform extracts. In addition, students will consider production design and other creative roles.</p> <p>Substantive Knowledge: Advanced page to performance, advanced characterisation skills, advanced use of techniques. Bertolt Brecht, Konstantin Stansilavski DNA by Dennis Kelly Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Scripted performance, oracy, vocabulary building, confidence, collaboration, communication, page to stage processes.</p> <p>Prior learning / retrieval: What makes a good play? What is a theme? What is production design? What is an intention? How can we apply dramatic techniques for effect? Advanced performance practice retrieval</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Essential Knowledge:</p> <p>Disciplinary literacy: Narrative structure, Playwright, designer, stage manger, director, ensemble, narrative structure.</p> <p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p><u>SOL Title: Stolen Lives</u></p> <p>Rationale: The students arrive at year 9 with two years of skills and experience in drama. This scheme is based on creating performance work from historical events and stimulus.</p> <p>Substantive Knowledge: Advanced use of stimulus, page to performance, advanced characterisation skills, advanced use of techniques, scriptwriting Verbatim theatre Assorted stimulus materials, Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Using stimulus material to craft performance.</p> <p>Prior learning / retrieval: What is verbatim theatre? What makes an entertaining narrative? What are the ethics of using testimonials? Should theatre have an educational message? How do you structure a play?</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Essential Knowledge:</p> <p>Disciplinary literacy: Verbatim, testimonial, theatre in education, storytelling, narrative.</p> <p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p> <p>Summative assessment: Students will be assessed on their performance and script writing.</p>	<p><u>SOL Title: Noughts and Crosses</u></p> <p>Rationale: The students arrive at year 9 with two years of skills and experience in drama. This SOL is based on Malorie Blackman’s – Noughts and Crosses. Students will explore the play through performance, rehearsals and refinement.</p> <p>Substantive Knowledge: Advanced page to performance, advanced characterisation skills, advanced use of techniques. Bertolt Brecht, Konstantin Stansilavski Noughts and Crosses by Dominic Cooke. Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge: Scripted performance, oracy, vocabulary building, confidence, collaboration, communication, page to stage processes.</p> <p>Prior learning / retrieval: Why do we use themes? What is the purpose of a play? What is a playwright? How can we apply dramatic techniques for effect? Advanced performance practice retrieval</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Essential Knowledge:</p> <p>Disciplinary literacy: Playwright, race, intention, theme, characterisation.</p> <p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p>	<p><u>SOL Title: Arts Award Project</u></p> <p>Rationale: The students arrive at year 9 with two years of skills and experience in drama. This scheme focusses on building students skills through the arts award accreditation. Students will complete a project based on their chosen artistic discipline.</p> <p>Substantive Knowledge: Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge:</p> <p>Prior learning / retrieval: What is art? What defines an artistic project? What is assessment criteria? Advance retrieval of dramatic skills and disciplines. Advanced performance practice retrieval</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Essential Knowledge:</p> <p>Disciplinary literacy: Project, leadership, creative skills, artistic practice.</p> <p>Formative Assessment: Question and performance-based feedback – verbally, individual, whole class, groups. Logbooks are used to support written development in KS3.</p> <p>Summative assessment: Students will be assessed on their work towards the arts award accreditation.</p>	<p><u>Sole Title: Arts Award Project</u></p> <p>Rationale: The students arrive at year 9 with two years of skills and experience in drama. This scheme focusses on building students skills through the arts award accreditation. Students will complete a project based on their chosen artistic discipline.</p> <p>Substantive Knowledge: Reflecting, Analysis, Audience, constructive criticism, feedback, logbooks.</p> <p>Disciplinary Knowledge:</p> <p>Prior learning / retrieval: What is art? What defines an artistic project? What is assessment criteria? Advance retrieval of dramatic skills and disciplines. Advanced performance practice retrieval</p> <p>Links to KS3 NC: Becoming proficient in drama skills and techniques. Understanding the wider role that drama pedagogy and theory plays in developing critical skills. Developing cultural capital and a wider appreciation of the artistic sector. Developing analysis and constructive criticism through written elements.</p> <p>Essential Knowledge:</p> <p>Disciplinary literacy: Project, leadership, creative skills, artistic practice.</p> <p>Summative assessment: Students will be assessed on their work towards the arts award accreditation.</p>
---	--	--	--	---	--