

**Sir John Cass Red Coat School Programme of Study – Key Stage 3**  
**Subject: Drama**

| Year 7  | Year 8  | Year 9   |
|---|---|--|
| <p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Voice, movement, posture, facial expression, freeze frame, story-telling, staging, evaluation</p>   | <p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Role play, sustaining character through voice and physicality, role of the wall, hot seating, sound collage, flashback, sequencing</p>  | <p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Improvisation, sustaining character through voice and physicality in a range of dramatic forms, Forum Theatre, symbolism</p>   |
| <p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>During the autumn term, students will explore the role of physicality within performance and how actors communicate through their facial expression, posture, and use of mime and movement. These skills will then be practised, alongside the introduction of dialogue, when students will begin devising their own scenes. The class will then apply these skills to a Shakespeare script in the final term, intended to support their study of this text in their English lessons.</p> <p><b>Expected Progress by the end of Year 7</b></p> <ul style="list-style-type: none"> <li>- To speak loudly and clearly</li> <li>- To understand and to use movement and mime</li> <li>- To use drama vocabulary when evaluating their own, and their peers', performances</li> <li>- To create effective freeze frames/still images and short improvisations</li> <li>- To understand how to use the acting space effectively and to face the audience</li> <li>- To work both independently and in varying size groups</li> </ul> | <p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>The first half term aims to introduce students to some of the techniques used by actors to create, develop and sustain character. These skills are then applied to Shakespeare's 'The Tempest' to further develop text exploration skills. Students will then take part in a series of workshops exploring the theme of, 'self-awareness.' This will culminate in a group performance, which will be shown as part of a school assembly. Students will continue developing their improvisation skills, as well as using a range of structural devices, such as flashback and sequencing.</p> <p><b>Expected Progress by the end of Year 8</b></p> <ul style="list-style-type: none"> <li>- Understand and use role play by adopting and sustaining a character</li> <li>- To manipulate their voice to communicate character and expression</li> <li>- To use facial expression to convey meaning</li> <li>- To understand and use: role on the wall, hot-seating, thought mime and sound collage.</li> </ul> | <p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>The first term focusses on the theme of prejudice, using the novel 'Friedrich' as a vehicle in exploring the ways in which Jews were treated in Nazi Germany. Subsequently, students will explore Shakespeare's 'Romeo and Juliet,' performing the key scenes, as well as using symbolic and stylised movement to communicate central themes. The final term will explore the social issue of homelessness, enabling students to practise all of the skills learnt during Key Stage Three.</p> <p><b>Expected Progress by the end of Year 9</b></p> <ul style="list-style-type: none"> <li>- Understand how to use language within role-play</li> <li>- Adopt and sustain a variety of roles</li> <li>- Develop drama from a text</li> <li>- Understand and use spontaneous improvisation</li> <li>- Use mime and facial expression effectively in a variety of drama forms</li> </ul> |

**Assessment:**

Students will perform to the rest of their class in the majority of their lessons, which will be evaluated by their peers and teacher. In addition to this, students will complete an assessment sheet every third lesson, at which point they be informed of their progress and targets for subsequent classes.

**Literacy:**

Through the use of script and novel exploration students practise reading, interpreting and inferring information. Students are introduced to subject-specific terminology, as well as language designed to widen their general vocabulary.

Students' verbal literacy is developed through evaluation of performances and small-group work. They are expected to contribute ideas to class discussions, as well as sharing their opinions, using appropriate terminology.

It is believed that practically exploring Shakespeare's texts within drama lessons is particularly beneficial for those who struggle with his complex use of language in English lessons.

**Numeracy:**

Group work, time management, sequencing.

**ICT:**

Use of stage lighting, cameras, sound.

**Life in Modern Britain:**

Activities and group work to promote respect and mutual respect of others and others beliefs. Students will all use drama to develop critical thinking and learn how to listen to and work cooperatively with others in a wide range of groups.

**Life in Modern Britain:**

Group work and role play to promote tolerance and respect for others and their beliefs. Students work in mixed gender groups. All role play encourages critical thinking and how it can be used to promote drama skills as well as an awareness of themselves and those around them.

**Life in Modern Britain:**

Focus on the holocaust (**Friedrich**), tolerance and intolerance (**Romeo and Juliet**) compassion for others (**Homelessness**) to promote mutual respect for others and their beliefs. All these topics will encourage the students to address controversial issues and promote resilience to propaganda and critical thinking.

**SMSC:**

The Drama Department offer a range of spiritual, moral, social and cultural experiences through drama lessons and extra-curricular activities:

**Spiritual** development in drama involves selection of texts and topics through which students develop a growing sense of how ideology contributes to personal identity.

**Moral** development is addressed through asking students to consider character choices and actions, debating whether these are morally correct or justified.

**Social** development is practised through small and large group work and class discussion.

**Cultural** development in drama takes the form of exploring historical texts and giving students the opportunity to compare these with their own culture and community.

**Meeting the needs of individual students & Additional Support:**

During lessons students will be grouped according to their ability. Often, most able students will be given an additional responsibility within their mixed ability groups, and will therefore support less able students. Occasionally students will be grouped with others with similar needs. This enables the class teacher to set variations of the same task in order to challenge all students.

Students with a thorough understanding of the topic or skill being practised will often be asked to explain or perform to less able students, in order to address misunderstandings.

**Extra-Curricular Activities & Clubs:**

The drama department currently run an extra-curricular drama club for Year Seven students, and are looking to develop a similar opportunity for Year Eight and Nine students. Students are also encouraged to audition for the twice-annual school production.

**Independent Study/ Homework:**

Students are set homework/research tasks to enhance or develop the practical work. Some tasks require written responses. Some tasks ask the student prepare for presentations/performances.

**Resources for Learning Support and VLE:****Websites to support learning:**

[www.shakespeare.co.uk/](http://www.shakespeare.co.uk/)

[http://www.bbc.co.uk/bitesize/ks3/english/speaking\\_listening/drama/revision/1/](http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/)