

KEY STAGE 3 OVERVIEW

YEAR 7			
KEY STAGE 3			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Title of scheme of learning:	DRAMA BASICS/	PANTOMIME/ MELODRAMA	GREEK THEATRE/ OEDIPUS REX
Key Learning	<ul style="list-style-type: none"> Students will understand and learn the drama expectations and learn how to be respectful in a performance environment Students will understand what still images and captions are. Students will understand what narration and thought tracks are. Students will understand what cross cutting and marking the moment is Students will understand what hot seating is Students will understand how to apply drama strategies to a devised performance Students will understand how to verbally evaluate what good drama practice is 	<ul style="list-style-type: none"> Students will further develop their understanding of drama styles and strategies. Students will learn the style of pantomime Students will learn about stock characters Students will learn and the protagonist and antagonist Students will learn about stock plots, gestures, and stances. Students will explore a script called Rhyming Cinderella by Richard Coleman. Students will work in groups and explore the process of page to stage 	<ul style="list-style-type: none"> Students will further develop their understanding of different styles and mediums of drama. Students will learn about the genre of Greek Theatre and the history. Students will learn Greek choral speaking and movement Students will explore choral speaking and movement using Pandoras Box from Aesop's Fables. Students will work on an extract from Oedipus Rex by Sophocles for performance. Students will perform and evaluate other performances.

	<ul style="list-style-type: none"> Drama assessed performance and peer assessment. <p>MACBETH, THE TEMPEST</p>	<ul style="list-style-type: none"> Students will work in teams to realize a performance of a text Students will perform a scene from the pantomime and self-assess their work. 	
Knowledge/ Key words	<ul style="list-style-type: none"> Still image Captions Narration Thought track Hot seating Marking the Moment Cross cutting Comic Strips Devise Drama Expectations 	<ul style="list-style-type: none"> Pantomime style and History Protagonist and Antagonist Stock Characters Stock Plotlines Stock Costumes Stock Gestures and movements Page to stage Stage Right, Stage Left, Centre Stage 	<ul style="list-style-type: none"> Greek Theatre and History Choral movement and speaking Aesop's Fables Oedipus Rex Tragedy Rules of Mask work
Assessment	<p>Assessments will take place in the final week of the Scheme. Criteria available on the PPT Link to assessment grids Verbal feedback is given every lesson Peer feedback is part of the scheme for each lesson. PIN: Personalized Feedback given in the form of 2 stars and a wish. Self-assessment in the scheme</p>	<p>Assessments will take place in the final week of the Scheme. Criteria available on the PPT Link to assessment grids Verbal feedback is given every lesson Peer feedback is part of the scheme for each lesson. PIN: Personalized Feedback given in the form of 2 stars and a wish.</p>	<p>Assessments will take place in the final week of the Scheme. Criteria available on the PPT Link to assessment grids Verbal feedback is given every lesson Peer feedback is part of the scheme for each lesson. PIN: Personalized Feedback given in the form of 2 stars and a wish.</p>

		Peer assessment in the scheme	
Rye Values	<p>Positive and employable:</p> <ul style="list-style-type: none"> ● Critical, creative, hard thinkers and learners ● Confident and knowledgeable speakers with large vocabularies (over 50,000 words) by the time they leave year 11 <p>Kind and committed:</p> <ul style="list-style-type: none"> ● Social activists: engaged, responsible, knowledgeable, tolerant, outward-looking ● Ready, willing and able to make a wholly positive contribution to improving society <p>Proud and employable:</p> <ul style="list-style-type: none"> ● Personally developed and personally knowledgeable - physically, mentally, socially and emotionally ● Able to think for themselves, be innovative, aspirational and to use their knowledge confidently 	<p>Positive and employable:</p> <ul style="list-style-type: none"> ● Critical, creative, hard thinkers and learners ● Confident and knowledgeable speakers with large vocabularies (over 50,000 words) by the time they leave year 11 <p>Kind and committed:</p> <ul style="list-style-type: none"> ● Social activists: engaged, responsible, knowledgeable, tolerant, outward-looking ● Ready, willing and able to make a wholly positive contribution to improving society <p>Proud and employable:</p> <ul style="list-style-type: none"> ● Personally developed and personally knowledgeable - physically, mentally, socially and emotionally ● Able to think for themselves, be innovative, aspirational and to use their knowledge confidently 	<p>Positive and employable:</p> <ul style="list-style-type: none"> ● Critical, creative, hard thinkers and learners ● Confident and knowledgeable speakers with large vocabularies (over 50,000 words) by the time they leave year 11 <p>Kind and committed:</p> <ul style="list-style-type: none"> ● Social activists: engaged, responsible, knowledgeable, tolerant, outward-looking ● Ready, willing and able to make a wholly positive contribution to improving society <p>Proud and employable:</p> <ul style="list-style-type: none"> ● Personally developed and personally knowledgeable - physically, mentally, socially and emotionally ● Able to think for themselves, be innovative, aspirational and to use their knowledge confidently

KEY STAGE 3 OVERVIEW

YEAR 8			
KEY STAGE 3			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Title of scheme of learning:	GODBER/ EXPRESSIONSIM	MASKS/ MIME	THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME
Key Learning	<ul style="list-style-type: none"> Students will further develop their understanding of different Drama styles and Practitioners. Students will develop and understand how to perform the expressionistic style with accuracy. Students will understand how to create a 'Gestus' for characters Students will understand how to multi role Students will understand how to create expressionistic Choral work Students will understand how to experiment with Physical Theatre techniques Students will understand how to apply the expressionistic genre to text. Drama assessed performance and verbal assessment. 	<ul style="list-style-type: none"> Students will further develop their knowledge and experience of Drama styles and strategies. Students will learn exaggerated acting. Students will work on Mime Students will learn slap stick acting techniques Students will learn how to perform with comic masks- Trestle Theatre Company Masks Students will learn to improvise a scene with comic masks. Drama assessed performance and self-assessment based on the theme of Faulty Tower- Hotel. 	<ul style="list-style-type: none"> Students will further develop their knowledge and experience of Drama styles and strategies. Students will explore a number of performance reading strategies with the text Students will learn Physical Theatre Techniques appropriate for the play. Students will learn to improvise a scene using the physical theatre techniques of Frantic Assembly. Drama assessed performance and self-assessment based on scenes from the play

Knowledge/ Key words	<ul style="list-style-type: none"> • Expressionism • Theatre of the Grotesque • Choral speech and movement • Stereotypical Characters • Direct Address and Narration • Multi -rolling • 'Gestus' • Physical Theatre 	<ul style="list-style-type: none"> • Body Mask, • Facial Mask, • Gobbledygook. • Tumbling techniques • Trust Exercises • Mime • Comic Masks • Mask performance techniques • Faulty Towers and Mr Bean 	<ul style="list-style-type: none"> • High functioning Autism • Page to stage • Choral reading • Canon reading • Echo reading • Facial Mask, • Physical Theatre
Assessment	<ul style="list-style-type: none"> • Students will understand how to create a 'Gestus 'for characters • Students will understand how to multi role • Students will understand how to create expressionistic Choral work • Students will understand how to experiment with Physical Theatre techniques • Students will understand how to apply the expressionistic genre to text. • Drama assesses performance and verbal assessment. 	<ul style="list-style-type: none"> • Assessments will take place in the final week of the Scheme. Criteria available on the PPT • Verbal feedback is given every lesson • Peer feedback is part of the scheme for each lesson. • PIN: Personalized Feedback given in the form of 2 stars and a wish. 	<ul style="list-style-type: none"> • Assessments will take place in the final two weeks of the Scheme. • Criteria available on the PPT • Verbal feedback is given every lesson • Peer feedback is part of the scheme for each lesson. • PIN: Personalised Feedback given in the form of 2 stars and a wish.

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YEAR 9			
KEY STAGE 3			

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Title of scheme of learning:	Murder Mystery	ROMEO & JULIET PLAYSCRIPT	DNA PLAYSCRIPT & THEATRE REVIEW- how to write a theatre review
Key Learning	<ul style="list-style-type: none"> Students will understand what the genre of Murder Mystery is and the history of this theatrical style Students will understand who the stock characters are from a Murder Mystery Students will understand how to embody the stock character roles using movement, speech and gesture. Students will understand how to structure a Murder Mystery play Students will understand how to create a Murder Mystery script in groups. Students will work on process of page to stage Drama assessed performance and peer assessment. 	<ul style="list-style-type: none"> Students will further develop their knowledge and experience of Drama styles and strategies. Students will learn about how to perform prologue and epilogue using iambic pentameter. Students will learn about various scenes in the play and how to perform them using strategies elements and mediums. Students will learn stage fighting techniques and apply these to the fight scenes in the play Students will learn how to perform using Shakespeare's language. Drama assessed performance and self-assessment. 	<ul style="list-style-type: none"> Students will further develop their understanding of different Drama styles and Practitioners. Students will develop an understanding of how to perform the realistic style with accuracy. Students will understand how to interpret a theme with the script. Students will understand what peer pressure and gang mentality is and the nature of guilt Students will understand how to create a realistic scripted duologue performance. Students will understand how to apply the realistic genre to a text. Drama assessed performance and verbal assessment.

Knowledge/ Key words	<ul style="list-style-type: none"> • Stock characters from Cluedo. • Murder Mystery key lines • Stock Lines • Murder Mystery set plotlines. • Structuring a Murder Mystery play 	<ul style="list-style-type: none"> • Iambic Pentameter • Prologue and Duologue • Shakespearean language • Stage fighting 	<ul style="list-style-type: none"> • Realism • Peer Pressure • Gang Mentality • Morality • Bullying
Assessment	<p>Assessments will take place in the final week of the Scheme. Criteria available on the PPT</p> <p>Link to assessment grids</p> <p>Verbal feedback is given every lesson</p> <p>Peer feedback is part of the scheme each lesson.</p> <p>PIN: Personalized Feedback given in the form of 2 stars and a wish.</p>	<p>Assessments will take place in the final week of the Scheme. Criteria available on the PPT</p> <p>Link to assessment grids</p> <p>Verbal feedback is given every lesson</p> <p>Peer feedback is part of the scheme each lesson.</p> <p>PIN: Personalized Feedback given in the form of 2 stars and a wish.</p>	<p>Assessments will take place in the final week of the Scheme. Criteria available on the PPT</p> <p>Link to assessment grids</p> <p>Verbal feedback is given every lesson</p> <p>Peer feedback is part of the scheme each lesson.</p> <p>PIN: Personalized Feedback given in the form of 2 stars and a wish.</p>
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