

Subject Area: Key stage 3 Drama 24 25

Year	Term 1 Knowledge, skills and key concepts	Terms 2 Knowledge, skills and key concepts	Term 3 Knowledge, skills and key concepts
7	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Show knowledge and understanding of the play, the terrible fate of humpty dumpty, it's plot, key events, characters and themes and use this to make contributions to an effective piece of documentary Theatre.</p> <p>Understand and be able to use the following dramatic devices successfully to respond to a play to create, develop and perform a piece of documentary drama which communicates meaning to an audience: Knowledge and understanding of : characteristics of dramatic work, Using script as a source of information, Role play and prepared improvisation, stil image, thought tracking, Hotseating, Writing in role, Flashback, Cross cutting and Narration</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Definitions of pace, tone and volume, and experiment with these skills to alter meaning and effect. Experiment with vocal expression to show emotion. Recall and demonstrate the key features of vocal expression. Know the types of staging such as: end on, traverse, in the round and thrust. Experiment with vocal expression to show character. Use facial expression, gesture, body language, mime and mannerisms. Consider how different characters would look and move. Recall and demonstrate the key features of characterisation. Explore physicality to create tension and suspense, comedy and pathos, using slow motion in a variety of scenarios. Combine key features of vocal expression and key features of physical characterisation to present a short piece of script.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Watch a short extract from a theatre production and begin to develop a personal response. Use acting terminology to describe the performers' use of skills, they will comment on how the performers interpreted their roles. Understand plot and character in a play or scenario at a basic level and make some observations. Use basic design terminology to describe the use of design skills. Comment on how the design skills support the action on stage. Use specialist terminology, they will construct responses analysing and beginning to evaluate the work they have seen. To respond in writing to a play, with basic theatre terminology included on plot, character and design skills. Lighting and sound terminology such as: full wash, spotlight, warm white, cool white, strobe light, source of the sound, duration of sound, underscoring, type of sound.</p>

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8	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know the plot of the play, the beauty manifesto it's plot, key events, characters and themes and use this to make contributions to an effective piece of non naturalistic theatre Theatre. They will know the main themes of the play, they will learn about the world of the play', they will develop knowledge of key characters such as The ambassadors, Chloe and Silas. They will know how to use rehearsal and characterisation techniques such as role on the wall and hotseating. They will learn how to use direct address and what the differences are between naturalistic theatre and non naturalistic theatre.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know, understand and be able to use the following elements of acting to create tension and atmosphere in a scene from Romeo and Juliet.: posture, stance and space, proxemics, use of pause, pace, tone, gesture and mannerisms. They will know how Shakespeare used language and gesture to convey insults. They will know the areas of the stage and be able to use these to create meaning on stage for an audience: upstage, downstage, centre stage, upstage right, upstage left, centre stage right, centre stage left, downstage right and downstage left.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Know and understand the context of a range of national theatre play extracts: Amadeus, a midsummer nights dreams and Frankenstein. They will know what the differences are in terms of describing, analysing and evaluating drama. They will be able to construct an analytical response, considering the style and genre as well as the performers' use of acting skills.. Show insights into plot, character and dialogue in a plays or scenario and evaluate how and why it was constructed in this way. Understand the theatre makers' aims and intentions and how designers and actors respond to these. Make original responses to a play, using analysis effectively to consider its various elements. Demonstrate a confident understanding of a range of creative and technical roles such as costume, lighting and sound designers in the professional theatre, showing a secure awareness of the responsibilities involved.</p>

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9	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Students will know the plot of the play, the exam, it's plot, key events, characters and themes and use this to make contributions to an effective piece of theatre. They will know the main themes of the play, they will explore non naturalistic styles, techniques and devices such as direct address, breaking the fourth wall, multi role, narration, gestus, episodic structure, mime, tableaux, status, split stage and cross cutting, mime. They will know and be able to use the following rehearsal techniques such as: given circumstances, off text improvisation, role on the wall and hotseating.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Know and understand what a monologue and a duologue is and how to perform one successfully. They will consolidate and refine their knowledge and understanding of theatrical skills such as: volume, pace, tone, pitch, accent, posture and proxemics. They will know what the context of a play is a how this contributes to an effective performance. They will know the context surrounding the play, and be introduced to the main characters. Learn what a character interpretation is, and interpret some of the characters from the play, and learn how to use motivation and subtext to develop a character.</p>	<p>At the end of this scheme of learning, students will know / understand / be able to:</p> <p>Know and understand the overall context of the play extracts explored such as: small Island, A midsummer nights dream and Jane Eyre. They will focus on stage craft. They will know how to define terms such as: context, interpretation, contemporary, juxtaposition, ensemble, physical theatre, choral movement, non naturalistic, stylised and comedy. They will be able to construct an analytical response, considering the style and genre as well as the performers' use of acting skills. Demonstrate an awareness of a range ogenres and styles of performance and respond with initiative. Show insights into plot, character and dialogue in a play or scenario and evaluate how and why it was constructed in this way. Understand the theatre makers' aims and intentions and how designers respond to these.</p>