



# KS3 Drama

	Content
Year 7 HT 1	<p><b>An introduction to Drama:</b></p> <p>In this module students learn the key knowledge and skills which act as a foundation for all devised and performance work at Stanway. These are termed the 'Drama Basics'. These important building blocks empower students to create clear and well-structured performance work.</p>
Year 7 HT 2	
Year 7 HT 3	<p><b>Darkwood Manor:</b></p> <p>This module is primarily focused on using the 'Drama Basics' skills within a narrative context. Students will produce some more sophisticated performance work by layering new skills onto the basics. They will also be introduced to some explorative strategies to help them explore and develop ideas.</p>
Year 7 HT 4	<p><b>The Box:</b></p> <p>The overarching focus of lessons is on using Drama to develop a narrative around a character and their circumstances. This is about the process of exploring ideas through Drama. This is balanced with using 'The Drama Basics' disciplinary knowledge and developing new performance approaches e.g. ensemble movement. There is an increased focus on students feeding back and evaluating work.</p>
Year 7 HT 5	<p><b>'The Time Travellers':</b></p> <p>This unit focuses on 2 aspects of Drama: 1. Developing and playing a character. 2. Using visual elements such as non-verbal communication, mime and movement in performance.</p>
Year 7 HT 6	<p><b>'Dystopia 3084':</b></p> <p>Students will be working on lessons set in a dystopian version of 3084. The context and ideas are inspired by George Orwell's 1984 novel. The context promotes sophistication within student work. A number of techniques are used to explore the key concepts including: whole class drama, tension building, reportage, actor as object and cross-cutting.</p>
Year 8 HT 1	<p><b>Drama Skills Advanced</b></p> <p>Building on the 'Drama Basics' that students mastered in Year 7 the focus is developing a more detailed and sophisticated knowledge of performance. The areas explored are: 1 voice projection, clarity and meaning. 2 Using space and levels with an audience 3. A more focused exploration of characterisation.</p>
Year 8 HT 2	<p><b>Theatre Project:</b></p> <p>Inspired by the Play DNA. Exploring the themes, issues, characters and plot of DNA as a starting point for sophisticated and meaningful performance work.</p>
Year 8 HT 3	<p><b>Expressionism:</b></p> <p>Exploring the genre of expressionism that has had so much influence on theatre around the globe. Areas covered include working as an ensemble and using mime and movement to convey location, events and atmosphere.</p>
Year 8 HT 4	<p><b>The life &amp; Times of Sam Smart:</b></p> <p>Using the skills gained in the Expressionism unit within a unifying context. Creating meaningful work. Gaining more detailed disciplinary knowledge of expressionism through application.</p>
Year 8 HT 5	<p><b>The Diary of Anna Brooks:</b></p> <p>This unit allows students to explore an issue based stimulus where they can put into practice their naturalism skills within a thematic context to create meaningful and impactful performance work. Status and Dramatic Tension are explored as part of this.</p>
Year 8 HT 6	<p><b>Performance Project</b></p> <p>Utilising the knowledge gained in Drama during year 8 students create long form performance work. The aim is for students to implement what they have learned in a well planned way to create work collaboratively that is meaningful to themselves and an audience.</p>



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Year 9 HT 1	<b>Crime and Punishment 'Let him have it'</b> In this unit students explore scripted and devised work inspired by historical real life events. Students look at performance techniques in a structured way to communicate meaning. The work explores the topics of justice and capital punishment.
Year 9 HT 2	<b>Devising from Stimuli</b> Flexing creative muscles in preparation for GCSE students are required to take a range of creative approaches to developing ideas from varied start points or stimuli. The idea is to become better theatre makers.
Year 9 HT 3	<b>Naturalism</b> No program of study in Drama is complete without the opportunity to explore the most ubiquitous form of acting, Naturalism. To this end students will use scripts from short form television Drama as well as extracts from plays to develop different approaches to characterisation and naturalistic performance.
Year 9 HT 4	<b>Visual and Physical Performance 'The Room'</b> Action and visual spectacle can transcend language and certainly work in synergy with it to create powerful moments for an audience. This is the focus of exploration for this unit.
Year 9 HT 5	<b>Drama as Process</b> Devising theater companies and TiE (Theatre in Education) has its roots firmly in a meaningful process. In this unit students will explore the process of exploring themes and ideas as a process to create work that is meaningful for the participants
Year 9 HT 6	<b>Improvisation and Creating</b> Improvisation is a unique skill involving creative thinking, quick responses and work in synergy with other actors. In performance improvisation can be an entire approach, it can also allow actors to seamlessly respond to the unexpected. In rehearsal improvisation is also a vital tool for content creation and character development. Students will apply improvisational methods across these contexts to create a broad and balanced understanding.