




# KS3 Drama Curriculum Map 2023/2024



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7</b>	Introduction to Drama – performance and character	Devising toolbox	Greek Theatre		Scripted Performance – Roald Dahl	
<b>Assessment Method</b>	<i>Vocal, physical and performance skills – practical assessment</i>	<i>Vocal, physical and performance skills – practical assessment</i>	<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i> <i>Core knowledge written test</i>		<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>	
 <b>Opportunities</b>	<p><b>CEIAG</b> – Acting and performance skills, types of theatre/stage.  <b>SMSC</b> – Imagination and creativity, cultural capital, character education, spiritual development.  <b>ENRICHMENT</b> – Performance skills.  <b>BRITISH VALUES</b> – Respect and tolerance.</p>					
<b>8</b>	Mime		Melodrama		Script work – Shakespeare – The Tempest	
<b>Assessment Method</b>	<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>		<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>		<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>	
 <b>Opportunities</b>	<p><b>CEIAG</b> – Employability – speaking and listening, expression and reaction. Acting and performance skills, types of theatre/stage.  <b>SMSC</b> – Ethical and moral reasoning, understanding skills in different contexts. Imagination and creativity, cultural capital, character education, spiritual development. Understanding skills in different contexts. Perceptions on life and style.  <b>ENRICHMENT</b> – Performance styles, stage types, silent movies, theatre history.  <b>BRITISH VALUES</b> – Respect and tolerance, democracy, mutual respect.</p>					
<b>9</b>	Radio Plays	Masked Performance	Interpretation and Performance of script– Blood Brothers		Devising on a Theme	
<b>Assessment Method</b>	<i>Vocal skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>	<i>Physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>	<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>		<i>Vocal, physical and performance skills – practical assessment</i> <i>Low stakes quiz</i> <i>Self-reflection</i>	
 <b>Opportunities</b>	<p><b>CEIAG</b> – Employability – speaking and listening, expression and reaction. Acting and performance skills, types of theatre/stage.  <b>SMSC</b> – Ethical and moral differences, imagination and creativity, cultural capital, character education, spiritual development, moral dilemmas, cultural capital, character education, spiritual development.  <b>ENRICHMENT</b> – Performance styles, stage types, diversity and culture, the Performing Arts Industry, job roles, watching theatre, performance skills.  <b>BRITISH VALUES</b> – Respect and tolerance, mutual respect.</p>					
<b>E-Safety</b>	<p>Use of secure websites                      No use of personal details                      Internet used as research tool                      Use of computers in line with school policy</p>					



## Where does 'Respect, Inspire and Achieve' feature in our curriculum?

### Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

<b>RESPECT</b>	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
7	Performing to an audience – respect for the performers from the audience. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals. Improvisation and devising – exploring different characters through the use of drama techniques. Themes for improvising, devising and text exploring social, cultural and moral values and ideals. Valuing the opinions of others through character exploration and development and during feedback and evaluation. Scripted performance – exploration of characters and themes.
8	Themes for improvising and devising exploring social, cultural and moral values and ideals. Mime/melodrama – cultural values of theatre history and how acting methods have developed. Performing to an audience – respect for the performers from the audience. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals. Valuing the opinions of others through character exploration and development.
9	Cultural and diversity awareness – respect for other people's beliefs and cultures. Social differences – context of Blood Brothers and how this compares to now. Group work and collaboration – respecting each other's ideas and developing performances as a group of equals.

<b>INSPIRE</b>	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
7	Evaluation of self and peers and target setting for development.
8	Respecting the perceptions and opinions of others.
9	Watching excerpts of professional performers and building on aspirations to emulate this practice.

<b>ACHIEVE</b>	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
7	Target setting to improve practical performance and theoretical understanding of performance and how this communicates to an audience.
8	Self-reflection to support learning development and resilience.
9	Deep thinking processes.