

Beths Grammar School KS3 Drama Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 7</p>	<p>Intent Why is this taught now?</p> <p><u>Intro to Drama</u></p> <ul style="list-style-type: none"> • Teamwork games and ice breakers in first lesson • Basic skills to slowly build confidence. • Roald Dahl stories to help with first performances (The Twist and Charlie and the Chocolate Factory). 	<ul style="list-style-type: none"> • Name games to help class and teacher learn names of the students. • Activities that start to create a trusting environment for students to grow and develop in during their course of KS3 Drama • Stage positions • Stage presence and the importance of being scene. • Learning to stand in neutral. • Key words for vocal skills. • The Twits script working in 3s with Mr and Mrs Twit plus Narrator. • Facial expressions, gesture, posture and movement. • Key words for physical skills. • Charlie and the Chocolate Factory Freeze Frames and Thought Tracks. • Entering the Chocolate Room showcasing imagination and making the audience believe where they are. 	<ul style="list-style-type: none"> • Students will be working on short performances in threes or groups of 5. • Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward.
<p>Autumn Term 1B Year 7</p>	<p>Intent Why is this taught now?</p> <p>Greek Theatre</p> <ul style="list-style-type: none"> • Using Greek Mythology to look at the history of theatre. • Develop performance skills further with key skills taken from Greek Theatre. 	<ul style="list-style-type: none"> • Understand the history of Greek Theatre and how it has influenced the modern world. • Understand performances without the use of technology or fancy staging due to time period of theatre. 	<ul style="list-style-type: none"> • Group performances demonstrating the three stages of soundscapes, choral movement and exaggeration. • Put all three elements together into a final performance of the

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		<ul style="list-style-type: none"> • Use Theseus and the Minotaur to create soundscapes, choral speech and the importance of exaggeration in the performance work. • Include the narration and freeze frame ideas from the previous terms work. 	<p>story with the final performance individually assessed.</p> <ul style="list-style-type: none"> • Feedback given after all performance work. • Students to complete and evaluation of their skills for both topics via Microsoft Forms.
<p>Spring Term 2A Year 7</p>	<p>Intent Why is this taught now?</p>	<ul style="list-style-type: none"> • Look at the history of mime and the basics skills needed for mime skills to work. • Mime games played to help students visualise and focus on their object and define their skill set first before working on performance work. • Some short performances based on the mime skills they have learnt. • Look at the history of melodrama and the creation of stock characters. • Look at exaggeration – linking to last term – and input this into the performance. • Introduction of placards of sound effects or words to help audiences understand the story. • Silent movies used as inspiration for this topic. 	<ul style="list-style-type: none"> • Students will be working on short performances in threes or groups of 5 depending on the task. • Looking at the stock characters and the exaggeration of the work – can they make the audience believe their object is real when it is being mimed. • Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward.
	<p>Mime and Melodrama</p> <ul style="list-style-type: none"> • Understand the history of mime and melodrama in performance work. • Understand how it can have an impact on modern performances. • Include elements of slap stick comedy. 		
<p>Spring Term 2B Year 7</p>	<p>Intent Why is this taught now?</p>	<ul style="list-style-type: none"> • Understand the context of social class in the 80s linked with the city of Liverpool, the setting for the text Blood Brothers • Look at the use of accents and play around with the Liverpool accent, then linking it to the Southeast London Accent and someone who uses received pronunciation. • Look at how adult actors play children in the musical and allow the class time to remember how they behaved when they were seven so that they can create a short performance of seven-year-olds in a playground setting. • Put all of that into a performance of the script when Mickey and Eddie are seven years old and meet for the first time. 	<ul style="list-style-type: none"> • Students will be working on short performances in pairs looking at the script work of Blood Brothers and other short duologues. • Each performance during the term will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward.
	<p>Short Scripts</p> <ul style="list-style-type: none"> • Script work looking at the two main characters Mickey and Eddie in Blood Brothers • Students understand the social elements of theatre and how they can influence performance work • Develop skills of working from a script looking at stage directions and 		

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	<p>students taking ownership of their own creative ideas within script work</p> <ul style="list-style-type: none"> • Link with GCSE work and the scripted performance 	<ul style="list-style-type: none"> • Look at comic timing in script work and how to show contrasting characters to the audience. • Develop ideas of how stage directions can influence your character work but also how students can create their own ideas for the script. • Using the script work as a starting point for creating scenes that showcase the other characters points of view. • Understand how set, props and costume can also have an influence in the character work created. 	<ul style="list-style-type: none"> • The paired script work will be the assessment.
<p>Summer Term 3A Year 7</p>	<p>Intent Why is this taught now?</p> <p>Theatre Design</p> <ul style="list-style-type: none"> • Understand that Drama lessons are not just about Acting but about the technical elements too. • Look at the importance of lighting, sound and costume • Students will get to use the lighting board, create their own sounds for performances and use costume to influence character work. • Link with GCES option of being a design candidate 	<ul style="list-style-type: none"> • Understand the different design elements that need to be taken into account when creating a piece of theatre. Links with the design element at GCSE and allows students an opportunity to learn new skills or find new interests within the Drama Curriculum. • Costume and how costume can represent various elements about the character, the time period and the location of the performance. Each student will have one piece of costume to work with and this will determine their characters background and the relationship they have with the other person in the performance. They will join another pair to repeat the task but may swap costume to see how this impacts on their new storyline and characters. • Lighting and how lighting impacts mood and atmosphere of a performance, as well as tells the audience the time period, the style, the emotion of the scene. In groups of 6 each group will be given a lighting colour to work with as their focus point in the performance. • Sound - Having watched a video from a sound designers point of view they will then create 	<ul style="list-style-type: none"> • Students will get to perform their work with costume, lighting and sound design • Each lesson students will be given feedback on their performance work. • If they use the lighting board they will be given individual feedback on this.

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		<p>soundscapes in their groups based on a given location. This gets students to think more creatively with their voices, body and objects. This soundscape will then set the scene for another group to perform to, for example, a train station sound scape with students acting out waiting for a train.</p>	
<p>Summer Term 3B Year 7</p>	<p>Intent Why is this taught now?</p> <p>Evacuation and Refugees</p> <ul style="list-style-type: none"> Using the ideas of refugee week and also looking at the history of British Evacuees during WW2. Bring in a modern link to having empathy and compassion for refugees around the world due to conflict, famine, environmental factors or other reasons. 	<ul style="list-style-type: none"> Historical topic looking at the evacuation process of WW2 (air raids and packing of bags as a starting point to the topic) and the modern day links to the ongoing refugee crisis across the world. Script work could also be included. Link to World Refugee Day. Evacuation and Air Raid (WWII) using sound and real life elements create their own evacuation scene and response to the sound of the siren going off. Leaving Home modern-day packing and planning vs not having time but being told you have to leave as soon as you can to stay safe (cross cut with a different group) Arriving in a strange land. Mime and music used to create a performance in response to an image from The Arrival picture book – homework is a monologue. Create short monologues depicting how the individual is feeling depending on what they are running from 	<ul style="list-style-type: none"> Students to complete and evaluation of their skills for both topics via Microsoft Forms. Students to complete and evaluation of their skills for both topics via Microsoft Forms. Create a target for the new year

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<p>Autumn Term</p> <p>1A</p> <p>Year 8</p>	<p>Intent</p> <p>Why is this taught now?</p> <p>Mysteries</p> <ul style="list-style-type: none"> • Using the ideas of Sherlock Holmes and the detective stories students create their own mysteries • Train robbery with everyday items having to become extraordinary • The use of lighting to create tension and build atmosphere for their performance- links to the design work from year 7 <p>Create their own Murder Mystery using the ideas of Cludo and set character work for their final performance</p> <ul style="list-style-type: none"> • Focuses students to use their physicality to create character shape rather than just their spoken word 	<ul style="list-style-type: none"> • The Great Train Robbery Students will devise their own Murder on the Orient Express based upon the Agatha Christie work. They will need to plan their performance for a Traverse stage. The detective character will need to question the suspects and students may choose to show the events of the robbery. Developing character work, building tension and suspense. Using staging from DC and Marvel work. • Create their own Mystery performance thinking about location, props, sounds, setting and lighting. Lighting states will be the focus of this lesson creating tension and atmosphere for the performances. They will get to use the lighting board to develop their ideas. This brings in links to the GCSE and shows students that there is more to drama than just performing. • Create own Murder Mystery assessment. Students will be given character information of a murder that occurred in a big manor house. They then take this information to create their own murder mystery (links to Cluedo game). They will have to create a 	<ul style="list-style-type: none"> • Students will be working on short performances in threes or groups of 5 depending on the task. • Can they create a performance that works on a traverse stage and can they create a performance with tension, twists and turns. • Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward.

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		performance that draws in the audience’s attention and leads them to keep guessing who the murderer is.	
Autumn Term 1B Year 8	<u>Intent</u> Why is this taught now?	<ul style="list-style-type: none"> • Cross Cutting and Marking the Moment. Looking at what it means to be a superhero and how the view has changed over time. The class will look at the drama skill of Cross Cutting within their performance (showing two locations at the same time) They will also need to incorporate Marking the Moment to highlight something particular within their screen that will be important for the audience. • Staging and Technique, Freeze Frame and Direct Address. Refresh on cross-cutting but then looking at a new stage layout for the students to perform in adding a new dynamic for their performance work. Looking at the skill of Direct Address within a performance or freeze frame to directly engage with their audience. Link to GCSE Practitioner, Brecht. • Students to devise their own performance using the ideas of superheroes and villains incorporating the techniques of cross cutting, marking the moment, direct address. Freeze frame and slow motion. They can decide on their stage layout as long as it is not the usual one used in lesson. 	<ul style="list-style-type: none"> • Students will be working on short performances in groups of 5 or 6. • Can they create a performance that works on a thrust stage and can they create a performance cross cutting and direct address. • Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward.
	Comic Books <ul style="list-style-type: none"> • Using popular topics of young people with the use of Dc and Marvel heroes and Villains • Look at the skill of split stage and different stage layouts to create their work Link to Brecht – GCSE focus		
Spring Term 2A Year 8	<u>Intent</u> Why is this taught now?	<ul style="list-style-type: none"> • Look at the ideas of slapstick comedy and creating a performance that focuses on the physical aspect but also the use of gibberish. • Exaggeration of the body and the sounds the voice makes is the main focus as this leads into the context of Commedia and the character work they created when touring Europe. 	<ul style="list-style-type: none"> • Students will be working on short performances in threes or groups of 5 depending on the task. • Can they create the character shaping to show the audience which character they are without relying on their dialogue.
	Commedia Del Arte <ul style="list-style-type: none"> • History of commedia del arte and the influence it has on modern day slapstick and character types 		

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	<ul style="list-style-type: none"> • Links to the year 7 mime and melodrama scheme 	<ul style="list-style-type: none"> • Shaping of the characters and then linking this to the stock characters of Commedia to create short comedic performances in the style of Commedia. • Once the gibberish, physicality and character shaping is there the names and context of the given characters are shared with the class to then create a performance where language can be brought back in if they wish but the recognisable characters must be there. 	<ul style="list-style-type: none"> • Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward. •
<p>Spring Term</p> <p>2B</p> <p>Year 8</p>	<p>Intent</p> <p>Why is this taught now?</p> <hr/> <p>Acting for Film</p> <ul style="list-style-type: none"> • Understanding the practitioner Stanislavski (GCSE Link) to create their characters • Using scenes from films to create naturalistic characters • Understand how to build the tension through use of pace and pause • Use their imagination to create believable worlds for their audience (as if using CGI in a film) • Gives a new perspective to screen work rather than just stage work 	<ul style="list-style-type: none"> • Star Wars and Stage Directions Students are using a well-known movie to work on the understanding of stage directions. Students will use a script with and without stage directions to see how it impacts their work. They will perform a scene with two characters to create tension and emotion within the performance. They will then watch how the scene is performed in the movie to compare their work. • Batman and Motivation. Students will use the Batman and joker characters as their starting point, devising their own storyline. After performing for their peers and getting feedback, the class will be given the options of motivation for their characters to help them give a reason for the way their character is behaving and reacting. Performances for the class with feedback on how believable the characters are. • Jurassic Nation and Given Circumstances. Students will be given the Given Circumstances of their location and the type of characters in the scene. They will then have to devise the rest of the narrative using their imagination. They need to take on board what they are given to think about how their character will talk, walk and act. They will also have to convince the audience that there are dinosaurs in the area. 	<ul style="list-style-type: none"> • Star Wars performance in pairs with feedback given of the tension created and if the pair create the father and son relationship on stage. • Batman and Joker in pairs or threes with feedback given on how they have used motivation for their character focus • Large groups of 5 or 6 to use the given circumstances of their characters to help the audience believe they are in a Jurassic world without the use of green screens and technology. • Verbal feedback from class and teacher given to all performances. • Students to complete and evaluation of their skills for both topics via Microsoft Forms.

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<p>Summer Term 3A Year 8</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>Film Making</p> <ul style="list-style-type: none"> • Students are given a genre and age rating for their own films • A trailer must be created first to showcase their film • A competition is run for the best film in the year group • Understanding the various roles in the film industry as well as develop clear characters and storylines • Links to A Level Film Studies 	<ul style="list-style-type: none"> • Planning for a film – putting ideas of acting and character work into a movie. Creating a script and planning scenes. Students will start to plan film ideas and start to develop scripts for their upcoming film project. They will have to use everything they learnt from the last half term to put it into a final performance. • Trailer to be created first following the given genre and the age rating of the film and trailer. • Rehearsing work in lesson and finalising scripts and stories. Students will use this lesson time as a rehearsal learning their lines and planning out how their scenes will be performed and recorded. It also allows for editing of the scripts • Discussion of camera angles (link to Film Studies here) Students will be given the knowledge of camera angles and shots that they could include in their film to add to the cinematography of what is seen on screen. 	<ul style="list-style-type: none"> • Students must produce a trailer and film to show case to the rest of the group – those who do not act in the film need to show clear evidence they have edited footage or been the script writer for the project. • The class vote for a winning film and then this film goes against the others in the year group.
<p>Summer Term 3B Year 8</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>Devising</p> <ul style="list-style-type: none"> • A stimulus will be given for students to create their own original piece of performance work that they will work on before the end of the term • The aim is to use all the skills they have learnt over the past two years to put 	<ul style="list-style-type: none"> • Students are given a stimulus to work from and then are given the tools on how to develop their own ideas into a performance - links are given to the GCSE on the process of research, discussion, improvisation and devising the scenes. • Students will have a few lessons to create their ideas before performing to the class • At least three dramatic devices need to be included in the work. 	<ul style="list-style-type: none"> • Performance of final devised work that needs to include at least three dramatic devices that have been used with the classes since year 7. • Students to complete and evaluation of their skills for both topics via Microsoft Forms.

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	<p>into a final performance including the technical elements too</p> <ul style="list-style-type: none">• Link to GCSE Drama		<ul style="list-style-type: none">• Create a target for the new year
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<p>Autumn Term 1A</p> <p>Year 9</p>	<p>Intent</p> <p>Why is this taught now?</p> <hr/> <p>Brainstorm</p> <ul style="list-style-type: none"> Exploring the theme what it means to be a teenager Opening up about their time as a teenager and discussing how adults react to them can impact how they think and process things. Using the script Brainstorm to create the work. 	<ul style="list-style-type: none"> Using the play script Brainstorm to look at how the teenage brain functions helping students to understand themselves a little better. Extracts from the script are used as starting points to create their own work. Improvisation used to help teenagers understand how their parents may be feeling through paired work. Creating performances showcasing their honest thoughts of what it means to be a teenager. Looking at different functions of the brain and creating performances that demonstrate how that part of the brain impacts a teenagers life. 	<ul style="list-style-type: none"> Students will be working on short performances in threes or groups of 5 depending on the task. Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward.
<p>Autumn Term 1B</p> <p>Year 9</p>	<p>Intent</p> <p>Why is this taught now?</p> <hr/> <p>Physical Theatre</p> <ul style="list-style-type: none"> GCSE style of performance Look at the importance of body and movement within performance work Understand that performances can be just as powerful without spoken word 	<ul style="list-style-type: none"> Trust Exercises - Students will do paired and group work with building trust within the group, from leaning back to trust falls. It will finish with a four-person chair challenge. Movement and weight - Students will explore the use of movement and weight within pairs before moving to bigger groups to explore the use of physical theatre in its purest form. They will then create a 	<ul style="list-style-type: none"> Students will be working on short performances in threes or groups of 5 depending on the task. Each performance will receive verbal feedback from the audience on what has gone well and what areas need to be focused on going forward. Performance work assessed for reports.

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	<ul style="list-style-type: none"> Looking at Frantic Assembly and their work. 	<p>performance of a day at Beths, using themselves as the objects they come across.</p> <ul style="list-style-type: none"> Theatre companies introduced such as Frantic Assembly, DV8 and Gecko Students will be given a range of stimuli to help them devise their own piece of physical theatre work ready to perform for the class as an assessed performance. 	<ul style="list-style-type: none"> Students to complete and evaluation of their skills for both topics via Microsoft Forms.
Spring Term 2A Year 9	<p>Intent</p> <p>Why is this taught now?</p>	<ul style="list-style-type: none"> Introduction to Verbatim and London Riots. Students will have a workshop lesson to learn about Verbatim and understand what happened during the London Riots – recap on freeze frames, split stage, creating news reports and developing characters. Using homework and accounts from the London Riots and elements from the script. Students will put their knowledge of Verbatim into practice with their performance work. The accounts that they find will need to be rehearsed sensitively as they are real peoples accounts of events. 	<ul style="list-style-type: none"> Students will be working on short performances in threes or groups of 5 depending on the task. Verbal feedback given on the performance and the use of verbatim within the work. Facts must be accurate to the events and characters need to be realistic and sensitive to the real people involved.
	<p>Verbatim Theatre – The Riots</p> <ul style="list-style-type: none"> Understand what verbatim theatre is which is a style that is studied at GCSE Learn about the riots that happened in London 2011 Use text work to see how verbatim can be created into a performance. 		
Spring Term 2B Year 9	<p>Intent</p> <p>Why is this taught now?</p>	<ul style="list-style-type: none"> Students will create caricatures of three teachers after reading the opening of the play. After creating a short scene, they will then quickly change into the student character – looking at quick character changes – link with Brecht 	<ul style="list-style-type: none"> Students will be working on short performances in threes or groups of 5 depending on the task. Verbal feedback given on the performance and the use of multi-role
	<p>Script work – Teechers '22 by John Godber</p> <ul style="list-style-type: none"> Script work is a GCSE skill 		

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	<ul style="list-style-type: none"> Looks at a world that they know – school, and breaks down some of the barriers between teacher and student for comedy impact. Develop the skill of multi-roling and link it to GCSE practitioner Brecht. 	<ul style="list-style-type: none"> Develop the multi role change further – Looking at the way voice and physicality can quickly change characters rather than blackouts and big costume changes. Focus on the three characters from the text with all actors also taking on the role of the school bully character. Aim is to add comedy into the performance as well as all show the same characteristics of the bully. Putting it all together – Using the text actors will develop 3 characters that they will use in their final performance showcasing their multirole characters. The focus will be on quick snappy changes with the use of some prop and costume. Actors are not allowed to leave the stage or have a blackout. 	<ul style="list-style-type: none"> Students will need to include comedy and caricatures of the characters using extracts from the texts and their own ideas. Students to complete and evaluation of their skills for both topics via Microsoft Forms.
<p>Summer Term 3A Year 9</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>Theatre in Education</p> <ul style="list-style-type: none"> GCSE style of performance Understand the importance of a target audience and how the performance can be created for them Create a performance based on their first days at school as a transition help for new year 6 students. 	<ul style="list-style-type: none"> Introduction into the style of Theatre in Education and how it can help young audiences understand different topics and themes that can impact them. Create short performances based on topics that are relevant to their age group and thinking about how it could be used to create change for young people. Recap on what it was like to start year 7 and develop a performance that could be used for the new intake of year 7 showcasing what it is like at Beths and creating a performance that could calm their nerves or anxieties about joining secondary school. Different Theatre in Education techniques will be discussed and should be used in their final performance of the work. 	<ul style="list-style-type: none"> Students will be working on short performances in threes or groups of 5 depending on the task. Verbal feedback given on the performance Final performance will be assessed for how good it would be for new year 6 students. Students will need to include comedy and caricatures of the characters using extracts from the texts and their own ideas.
<p>Summer Term</p>	<p><u>Intent</u> Why is this taught now?</p>	<ul style="list-style-type: none"> Students are given four stimuli to discuss ideas and create their final piece of work from and then are given the tools on how to develop their own ideas into a 	<ul style="list-style-type: none"> Performance of final devised work that needs to include at least three dramatic devices

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3B Year 9	Devising - end of KS3 Project <ul style="list-style-type: none">• GCSE component – using a stimulus as a starting point.• Students put everything they have learnt into one final drama performance of year 9 focusing on topics and themes that interest them.	performance - links are given to the GCSE on the process of research, discussion, improvisation and devising the scenes. <ul style="list-style-type: none">• Time will be given for students to respond to each stimulus in their groups before deciding on one they will use to create their performance.• Students will have a few lessons to create their ideas before performing to the class• The performance must be 3 to 5 minutes long and showcase all of the skills they have learnt during their time in KS3 Drama.	that have been used with the classes since year 7. <ul style="list-style-type: none">• Students to complete and evaluation of their skills for both topics via Microsoft Forms.• Create a target of how drama can help them with their future even if not continuing or GCSE.
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