

## Holywell School Curriculum Overview

### Key Stage 3 Curriculum Overview-

#### Drama

Term	Curriculum intent
	<p>In Drama, we believe that theatre making is an opportunity to practise empathy, community and spirituality. Our pupils are offered the tools to develop both socially and personally. We aim to provide our students with an inspiring, full and explorative education. We want to encourage a sense of wonder about the wider world, a place to examine society, and to build a sense of creative freedom.</p> <p>'Theatre can help us build our future, rather than just waiting for it.'- Augusto Boal</p> <p>The department will offer an environment and working ethos where students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop creativity through practical drama tasks.</li> <li>• Develop an appreciation for Theatre Making through watching, creating and devising performance.</li> <li>• Explore, experiment and develop a positive growth mindset.</li> <li>• Produce creative responses to stimuli that promote their unique ideas.</li> <li>• Develop knowledge of a variety of approaches to making Theatre, including a variety of Theatre Styles and Practitioners.</li> <li>• Participate in school productions through acting, set, costume and marketing design.</li> <li>• Practise improvisational, creative thinking, collaborative, leadership skills in every lesson.</li> <li>• Embrace 'trial and error' as a methodology of learning. A belief that opportunity comes from trial and working through mistakes, or 'happy accidents'.</li> <li>• Explore roles in theatre and future career choices through a practical application of transferable skills.</li> <li>• Learn about the functions of Theatre in the contemporary world and understand the importance of studying Performing Arts.</li> <li>• Work in a community focussed environment that encourages individuals to reach their potential.</li> </ul> <p>Pupils feel a sense of pride for their work and effort in Drama, through self-reflection and school wide celebration. We hope our students leave Holywell with the sense that Art making and appreciation is a source both of meaning and pleasure. The Drama Curriculum runs for our Year 7 pupils and offers a total of 10 units throughout the year.</p>
<b>Autumn term 1</b>	<p><b>Title of unit 1: Why Drama?</b></p> <p><b>Big Concept/Composite Knowledge: Developing students understanding and appreciation of Drama and Theatre studies.</b></p> <p>The unit introduces drama as a concept and helps pupils to develop an understanding of the impact of Theatre in English culture. Pupils are encouraged to practice transferable skills taught through Drama. The pupils will perform and host drama games and develop a routine that is safe and suitable for the drama space.</p> <p><b>Title of unit 2: Playtext study- Dexter and Winter's Detective Agency</b></p> <p><b>Big Concept/Composite Knowledge: Developing students theatre-making skills when working with a playtext.</b></p> <p>In this unit, the pupils will read <i>Dexter and Winter's Detective Agency</i>, by Nathan Bryon. They will use the text to apply script work skills, analyse the text (using context clues), and apply both performance and technical skills in class tasks. Pupils will continue to develop appropriate subject knowledge.</p>

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Evidence of learning	<p><b>Title of unit 1: Introduction to Drama</b> Pupils complete written tasks based on the lesson objective. Pupils will log their reflections on rehearsals and both self and peer performance. Practical assessment (final assessed performance) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of unit 1 students will have learned:</b></p> <ul style="list-style-type: none"> <li>• To participate in whole class and group tasks.</li> <li>• To present to the class.</li> <li>• To identify (then show) the valuable and transferable skills that Drama offers.</li> </ul> <p><b>Title of unit 2: Playtext study- Dexter and Winter’s Detective Agency</b> Pupils complete written tasks based on the lesson objective. Pupils will log their reflections on rehearsals and both self and peer performance. Practical assessment (Scene Study) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of unit 2 students will have learned:</b></p> <ul style="list-style-type: none"> <li>• To stage and performance using a script.</li> <li>• To consider a playwright’s intentions.</li> <li>• To analyse character and theme through a variety of technical theatre roles.</li> </ul>
<b>Autumn term 2</b>	<p><b>Title of unit 3: Creating Performance</b> <b>Big Concept/Composite Knowledge: Developing the students ability to devise a performance.</b> This unit introduces pupils to dramatic devices that can be used to create and devise a performance. The pupils will develop their improvisation skills, creative thinking and reflective skills. Pupils will learn how to use techniques such as Still Image, Thought Tracking, Choral speech and movement to produce a performance.</p> <p><b>Title of unit 4: Theatre Style- Melodrama</b> <b>Big Concept/Composite Knowledge: Exposing pupils to a style of theatre, Melodrama.</b> In this unit, pupils will learn of the history of Melodrama and the techniques involved. We will link this theatre style to Greek theatre and Pantomime to futher develop our understanding of the role of Theatre in the Western culture.</p>
Evidence of learning	<p><b>Title of unit 3: Creating Performance</b> Pupils will create a ‘Performance Poster’. Practical assessment (Ziggy came to Tea) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of this unit students will have learned:</b></p> <ul style="list-style-type: none"> <li>• To use dramatic devices in performance.</li> <li>• To use key terminology in their written reflections.</li> <li>• To embrace improvisational and creative thinking skills.</li> </ul> <p><b>Title of unit 4: Theatre style- Melodrama</b> Pupils will annotate a script using appropriate terminology, based on their understanding. Practical assessment (Rehearsal for a Pantomime) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of this unit students will have learned:</b></p> <ul style="list-style-type: none"> <li>• How to apply a melodramatic style when playing a character.</li> </ul>

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	<ul style="list-style-type: none"> <li>• How to produce a performance that encompasses a melodramatic style.</li> <li>• About the historical context of Melodrama as a theatre style.</li> </ul>
<b>Spring term 1</b>	<p><b>Title of unit 5: Live Theatre Review</b>  <b>Big Concept/Composite Knowledge:</b> Pupils will review theatre from a critical perspective, based on their previous understanding of acting and technical theatre. Pupils will watch a production (yearly depeadant), they will discuss the acting skills, and technical theatre effects in class discussions. Pupils will then write a review of the performance and explain the impact on the audience. that the performance has on the audience.</p> <p><b>Title of unit 6: Theatre-making Mini Courses</b>  <b>Big Concept/Composite Knowledge:</b> Pupils will expirence a variety of theatre-making short courses; Puppetry, Stage make-up, Playwrighting. These three topics will offer pupils the expirence in a variety of different theatre-making roles which they will be able to apply to future learning in Drama and beyond. We will promote the discussion of career oppurtunities in the Performing Arts.</p>
Evidence of learning	<p><b>Title of unit 5: Live Theatre Review</b>  Pupils will write a written review of a production, this will be assessed based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of this unit of work, students will have learned:</b></p> <ul style="list-style-type: none"> <li>• How to reflect on the impact of performance.</li> <li>• What makes an excellent audience member.</li> <li>• How to think reflectively and spiritually about Performing Arts.</li> </ul> <p><b>Title of unit 6: Theatre-making Mini Courses</b>  Pupils will be assessed during their preparation time (assessed rehearsals), this will be assessed based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of this unit of work, students will have learned:</b></p> <ul style="list-style-type: none"> <li>• How to create shadow puppets from DIY theatre an lighting.</li> <li>• Dissect an artistic brief to create make up designs.</li> <li>• Methods to support their writing for stage.</li> </ul>
<b>Spring term 2</b>	<p><b>Title of unit 7: Physical Theatre- Harry Potter and the Cursed Child</b>  <b>Big Concept/Composite Knowledge:</b> Pupils will explore the Theatre style Physical Theatre through the playtext <i>Harry Potter and the Cursed Child</i> by JK Rowling and Jack Thorne. Pupils will apply their previous learning to reading, analysing and developing a text and further develop their theatre making skills by practsing Physical Theatre techniques such as mime, soundscapes and lifts.</p>
Evidence of learning	<p><b>Title of unit 7: Physical Theatre- Harry Potter and the Cursed Child</b>  Pupils complete written tasks based on the lesson objective. Pupils will log their reflections on rehearsals and both self and peer performance. Practical assessment (Scene Study) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).</p> <p><b>By the end of this unit of work, students will have learned:</b></p> <ul style="list-style-type: none"> <li>• How to apply Physical Theatre techqniues to a performance.</li> <li>• How to make progress based on teacher, peer and self reflection.</li> <li>• How to take a playtext from page to stage.</li> </ul>

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<b>Summer term 1</b>	<p><b>Title of unit 8: Introduction to Shakespeare</b>  <b>Big Concept/Composite Knowledge:</b> Pupils will be introduced to three classic Shakespearean texts; Romeo and Juliet, Macbeth and Hamlet. Pupils will explore shakespearean devices such as stage combat, monologues and iambic pentameter.</p> <p><b>Title of unit 9: Who am I gonna be?</b>  <b>Big Concept/Composite Knowledge:</b> In this unit, pupils are encouraged to think about the wider world and the impact of those before us. This unit is introduced through Musical Theatre Prouctions <i>Hamilton</i> and <i>Six</i>. Pupils will choose a person from history that is valued for their achievements/ heroism/ talent. Pupils will write their own monologue for this person and develop their performance and technical theatre abilities through a variety of tasks, such as; monologue/duologue writing, cosutme designing.</p>
Evidence of learning	<p><b>Title of unit 8: Introduction to Shakespeare</b>  Pupils complete written tasks based on the lesson objective. Pupils will log their reflections on rehearsals and both self and peer performance. Practical assessment (assessed rehearsal) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).  <b>By the end of this unit of work, students will have learned:</b></p> <ul style="list-style-type: none"> <li>• The relevance of Shakespeare still today.</li> <li>• How to perform Shakespearean language.</li> <li>• The historical cultural context of Theatre in England.</li> </ul> <p><b>Title of unit 9: Who am I gonna be?</b>  Pupils complete written tasks based on the lesson objective. Practical assessment (performed monologue/duologue) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).  <b>By the end of this unit of work, students will have learned:</b></p> <ul style="list-style-type: none"> <li>• How to write a monologue/ duologue.</li> <li>• A variety of practical based tasks to develop a character for stage.</li> <li>• To embed research when producing performance.</li> </ul>
<b>Summer term 2</b>	<p><b>Title of unit 10: Runaway Mystery</b>  <b>Big Concept/Composite Knowledge:</b> This unit encourages pupils to creatively participate in Teacher-led improvisation. The pupils will be in role whilst using inference skills, transferable skills, performance and technical theatre to undercover the mystery of Jane Doe. Pupils will work together as a community to complete the performance.</p>
Evidence of learning	<p>Pupils complete written tasks based on the lesson objective. Pupils will log their reflections on rehearsals and both self and peer performance. Practical assessment (assessed performance) based on Unit Aims and practical criteria (rooted in practical assessment criteria for GCSE).  <b>By the end of this unit of work, students should have learned:</b></p> <ul style="list-style-type: none"> <li>• A variety of improvisational tools for performance and creative play.</li> <li>• How to work in community to complete a joint goal.</li> <li>• How to embed their acting, performance and technical skills into a production.</li> </ul>

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### Links to prior learning

Using a script (English SOW)  
Using Still Images (English SOW)  
Collaboration and leadership skills (PE SOW)  
KS2 English- Drama-based tasks  
Year 5 English- 'Narnia' role play  
Year 6 English- Creating presentations

### Links to future learning

Year 7 Drama- Performance  
Year 7 English- Persuasive Speech assessment  
Year 7 English- Drama Based tasks for *Skellig*, by David Almond  
Year 8 Drama Option  
GCSE Drama/ PEARSONS Performing Arts

### Protected Characteristics

Holywell's Drama curriculum and extra-curricular provision is designed to ensure there are opportunities for all our students, regardless of race; gender; where they live; their levels of talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children.

The curriculum covers a diverse range of genres/styles and explores practitioners and playwrights from a range of historical, cultural and geographical context.

In Drama lessons we reference and explore religion/ belief through an exploration of historical culture across Western Civilisation. We study texts that are written by or about different races and genders. Conversations regarding marriage, civil partnerships, disabilities are discussed throughout the year, depending on plays that are watched/ read.

### Reading in the curriculum (Literacy & Vocabulary)

Key vocabulary is identified in each unit and taught explicitly during lessons; this vocabulary is encouraged in the pupils own written reflections. Reading is highly encouraged throughout the year through script work, where tone and pace are openly rehearsed and every pupil will have the opportunity to deliver lines outloud.

### Careers links

- Theatre Industry: Stage Manager, broadcaster, presenter, producer, director, playwriting
- Film making: Videography, scripting
- Performing Arts Industry: acting, dancing, music
- Transferable Skills: business and leadership roles

### Safeguarding including safety in the curriculum

Drama is largely practical and therefore the student are taught and expected to follow the procedures necessary to ensure they are safe when moving around the classroom and using any equipment. Specific styles of theatre require different levels of activity and as such procedures are set in place before action.

### How we track your progress

Linking to the progress descriptors and practical assessment checklists (GCSE curriculum) all students' progress is tracked through the work they produce and contribute to in class, homework, performances, end of unit assessments and in class assessments.

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### **Parents/Carers can support their child by:**

Sharing your own experience of performance with your child, watching live and recorded theatre, encouraging creativity and play and support with extra curricular school events.

The following websites are useful for supporting your child with KS3 curriculum Drama.

<https://www.bbc.co.uk/bitesize/subjects/zrs3kqt>

<https://www.digitaltheatre.com/>

<https://www.nationaltheatre.org.uk/national-theatre-online/>

### **Values across the curriculum**

Values are explored and discussed regularly throughout the drama curriculum. Pupils are encouraged to show resilience, courage, and joy in every lesson.

### **Spirituality in the curriculum**

The recognition of something greater than ourselves is explored deeply in the Drama curriculum. The pupils are encouraged to practice Drama in community, by physically starting and ending our lessons in a circle and working in teams to create. Pupils show their creativity and develop a sense of pride for the work they have built. They will see their work enjoyed by others, then take feedback with grace. Success is celebrated as equally as effort, and an open-minded approach. Pupils use limited resources (including nature) and their imagination to build a world different from their surroundings. We explore key practitioners of theatre and their impact on society today. The pupils are encouraged to reflect on the impact of drama through our school values and ethics. Pupils reflect on (and empathise with) the lives of others, different societies and cultures through performance and play study.

### **Sustainability within the subject**

*DIY Theatre* encourages our pupils to use already existing resources to create props and set.

Use of outdoor spaces instead of indoors.

Pupils/ classes share paper resources. When possible, these are laminated for use every year.

Pupils are encouraged to look after their printed resources in their own folders that are given to them at the start of the year.

Recycle bins located in Drama areas.