

DRAMA AT KS3

Students will explore six topics per year from the selection below. Teachers will select the topics appropriate to the individual teaching groups. All topics develop the students' skills in drama and will prepare them for further study in the subject.

All students will have 6 practical assessments and 3 written assessments per year.

Year 7

<p>Changes Students will explore issues around their move to secondary school and will be introduced to basic drama skills. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Anti-bullying poster 	<p>Wolves Students will continue to develop basic performance skills and terminology and explore issues around prejudice and stereotyping. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Informative written task about wolves. 	<p>What has happened to Lulu? Students develop the skills of exploring sub-text and creating narrative. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Letter from Lulu. 	<p>Haunted House Students are introduced to physical theatre and the creating of mood and atmosphere on stage. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation • Opening chapter of a ghost story.
<p>Weaselberry Stones Students focus on character development whilst following a storyline about stone circles. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Informative/creative task about stone circles 	<p>The Village of Gleam Students develop skills of empathy and imagination by exploring life in a mediaeval village. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Mapping a mediaeval village. 	<p>'Our Day Out' Students learn to read and work with scripts to take a play from page to stage.</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Written character analysis 	<p>Storytelling Students look at genre, style, character and conventions in traditional stories.</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Write a fairy story with a twist.

Year 8

<p>Ricky Brown Students explore actions and consequences through exploring one character's story.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Ricky Brown's diary. 	<p>Witches Students explore fear of the unknown and prejudice in a historical context.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research on previous centuries' attitudes to witchcraft. 	<p>Shakespeare Students explore a Shakespeare text through practical activities, including script work and improvisation.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research into Shakespeare's theatre. 	<p>Battle Cries Students use skills of empathy and imagination to explore events of the First World War.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Letters home from the front.
<p>Mime Students learn about Marcel Marceau and develop their own skills of mime.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research into the life and work of Marcel Marceau. 	<p>New Planet Students use their skills of imagination to consider life on a different planet.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Describe your ideal planet. 	<p>Greek Island Students consider superstition and ritual in the context of Ancient Greece.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research into Ancient Greek gods. 	<p>'Let Him Have It' Students consider issues of justice through exploring the life of Derek Bentley.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Arguments for and against capital punishment.

Year 9

<p>Police State Students explore human rights and oppressive regimes. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research the Universal Declaration of Human Rights. 	<p>'The Crucible' Students consider the context, characters and staging of this classic text. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Set and costume design for the play. 	<p>'The Identification' Students explore subtext and textual clues. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Stephen's diary. 	<p>The Secret Annexe Students use skills of empathy and imagination to explore the story of Anne Frank. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research into Anne Frank's life.
<p>Puritans Students consider the attitudes and beliefs of another time and culture. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research into the Puritan lifestyle. 	<p>Fairy Tales Students rework classic fairy tales. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research conventions of fairy tales. 	<p>Murder Mystery Students use the conventions of murder mysteries to create an original piece of drama. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research conventions of murder mystery. 	<p>Devising Students create an original piece of drama from a given stimulus. Assessment:</p> <ul style="list-style-type: none"> • Practical performance and verbal or written evaluation. • Research as appropriate to topic.