



# Sacred Heart High School

## Key Stage 3 Curriculum

### DRAMA

**INTENT** *(the unique contribution the subject makes to general education)*

- **Making/Creating Drama:** Students negotiate, collaborate and ideate dramatic styles, their conventions and techniques in order to create an original piece of drama with an intention and meaning for an audience.
- **Performing Drama:** Students manipulate the dramatic elements of character, voice, physicality, tension and atmosphere in order to bring a text and characters to life for an audience; Students realise the elements of production to strengthen and layer dramatic meaning including lighting, set, costume and sound these could be literal or symbolic.
- **Describing, Analysing and Evaluating Drama:** Students describe voice, physicality, space and production elements to communicate meaning to an audience.
- **Theatre Literacy and Aesthetic Learning:** Through a range of live performance viewing (both professional theatre and the work of their peers) students engage in aesthetic learning which evokes the senses. In doing this they learn the skill to simultaneously decode meaning while being an audience member. Students also then apply their experience of live theatre to their own theatre making and performing. Students learn new social and cultural rules of engagement as audience members.
- **Cultural Capital:** These experiences increase cultural capital and can be applied to broader curriculum areas to strengthen student progress and attainment.
- **Imagining and empathising:** Drama can humanise learning by having students enact real and imagined events through roles and situations enabling individuals and groups to explore, shape and symbolically represent people, ideas, feelings and their consequences creating a sense of empathy for others, their values, cultures, beliefs and identities.

## THEMES (KNOWLEDGE & UNDERSTANDING)

- Making and creating drama; ideating
- Working as a performer; director and designer
- Performing drama in various styles
- Creating character and place
- Knowing how to perform in order to engage an audience – thinking about voice, space and physicality
- Knowing the different purpose of Drama – to entertain, to educate, to challenge, to document, to empower
- Reflecting on their own work and the work of others in order to give meaningful and useful feedback
- Polishing and refining work for professional performance and using teacher and peer feedback to make improvements
- Working as an ensemble; negotiating ideas; expressing opinions

## SKILLS

- AO1 – create and develop ideas to communicate meaning for theatrical performance
- AO2 -apply theatrical skills to realise artistic intentions in live performance
- AO3 - analyse and evaluate their own work and the work of others
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### YEAR 7

- Process Drama
- Heightened Realism storytelling (as called for in Roald Dahl storytelling)
- Acting for Shakespeare

### YEAR 8

- Melodrama
- Duologue acting
- Running your own theatre company

### YEAR 9

- Physical theatre
- Verbatim; Theatre in Education (TIE)
- Realism Acting

## ASSESSMENT

### Year 7

- Creating an unseen scenario in the process drama 'Darkwood Manor'
- Creating and performing 'The Witches' by Roald Dahl
- Performing Shakespeare

### Year 8

- Creating and performing a recontextualised Melodrama
- Performing a duologue from 'Lifeboat'
- Creating their own theatre company

### Year 9

- Choregraphing and performing a scene from 'Girls Like That' by Evan Placey
- Writing and creating a verbatim theatre performance about a relevant issue
- Performing a scene from 'DNA' by Dennis Kelly

## STRETCH & CHALLENGE

- Each week students are set challenge homework tasks.
- In class challenge tasks require students to layer their performances with more elements of drama such as different physicality (e.g. incorporate a chorus), incorporate a moment of stillness for dramatic effect, find some music to create atmosphere, incorporate a symbolic prop etc.

## ENRICHMENT OPPORTUNITIES

- After school Drama Clubs
- School productions
- LAMDA
- Theatre trips
- Workshops with external artists