

CKS Drama Curriculum Intent and Rationale:

Our Key Stage 3 Drama curriculum aims to intentionally develop character and ignite creativity through engaging theatrical experiences. Throughout these years, we foster communication skills, boost self-expression and cultivate a love for the arts, laying a foundation for a lifetime appreciation of Drama.

How knowledge and skills build through Key Stage 3

At Cirencester Kingshill School we have designed a rich curriculum where our students use drama as a subject that not only provides them with the subject-specific knowledge, but also transferable human skills. The Drama Journey shows how these skills and knowledge are revisited and refined throughout the three years at KS3.

These skills include:

- Communication and cooperation – Learning how to communicate in an appropriate way which in turn leads to being able to cooperate with others, creating a harmonious learning space, accessible for all.
- Creativity and creation – Creating a character, a storyline and setting the scene.
- Confidence – Rehearsing, refining and performing.
- Critical Thinking and evaluation– Analysing what makes a theatrical performance successful.
- Performance - Being able to portray a variety of roles, themes and styles through physical and vocal expression
- Expression – Exploring different ways to show mood, intent, purpose.

Each year at KS3 students will build their subject knowledge through:

Dramatic text from the UK and the world.

Practitioners and genres

Devising

Performance skills vocal and physical skills

Design and analysis for stage (lighting, costume, sound, set)

Useful resources

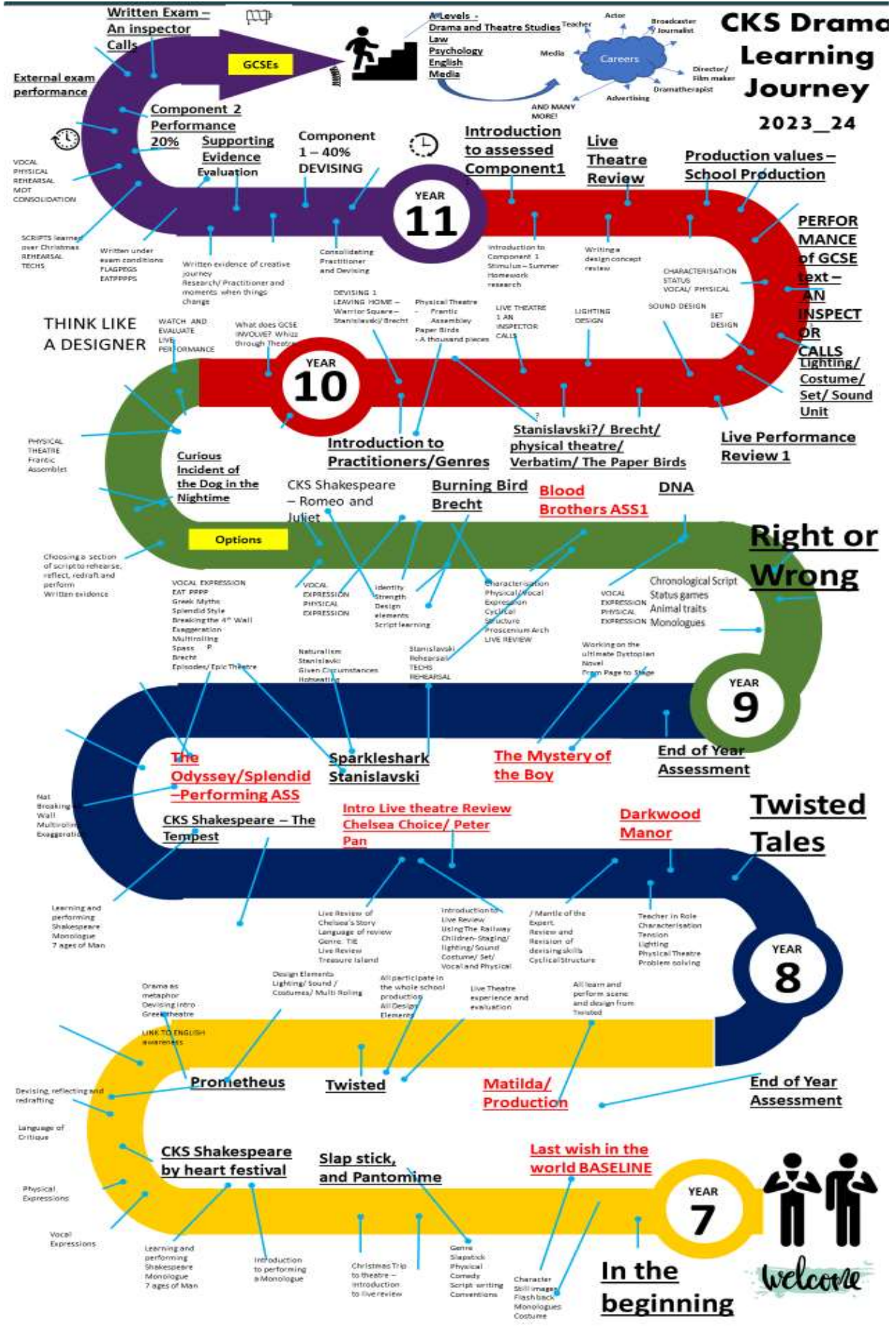
<https://www.thenational.academy/teachers/programmes/drama-secondary-ks3-l/units>

<https://www.bbc.co.uk/teach/topics/cedpxekg81yt>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zk8dy9g>

CKS Drama Learning Journey

2023_24



Subject by Year Group Year 7

- What topics will my child study? *Link to KOS/ HOMEWORK and DNAS*

Last Wish in the World – to explain key elements of Drama (character, development, plot through vocal and physical skills) **Homework** - to design a costume for one character. Baseline Assessment - Making and Performing.

Pantomime – to use the Pantomime genre to create character and plot through exaggerated use of vocal and physical skills. **Homework** – Theatre specific (Lighting, set, sound and set vocabulary) to evaluate a Pantomime. Assessment – Vocab Test.

YEAR 7 CHRISTMAS SHOWCASE

Prometheus - to use a Greek Myth to develop use of physical and vocal skills. To introduce the style of physical theatre and the use of lighting and sound. **Homework** – to use lighting and sound in their own performances. Assessment – Making and Performing / Vocab

Private Peaceful– to use a script to understand the differences between naturalistic and non naturalistic drama. **Homework** – to annotate their Twisted scene.

Shakespeare in Schools Project – students will use vocal and physical skills to perform “The 7 ages of man”. **Homework** – to annotate and learn the Shakespeare script. Assessment - Performing

Production Values – to analyse characterisation, set, lighting, costume, sound in the whole school production at The Griffin Theatre.

By the end of Year 7 students

will have grown in confidence and have performed in front of an audience.

will understand different Dramatic forms and vocal and physical expression.

Will have seen a live performance and be able to describe and evaluate what they saw.

Opportunities outside the classroom

Weekly Year 7 Drama Club.

Winter Showcase performance

Trip to see at least two live performances.

CKS Shakespeare in Schools Festival

To be involved in or come and see the whole school production

Year 8

Darkwood Manor - to develop key elements of devising in Drama (character, development, plot, vocal and physical skills). Homework - to design a storyboard for their solution.

Live Review of Live Theatre –exploring acting and design through live performance of Peter Pan at The National Theatre. Develop critical language of theatre and evaluation. Lighting, set, sound and set vocabulary.

Written evaluation of Chelsea’s Story. TIE use of vocal expression

The Odyssey - to use a Greek Myth to introduce Brechtian theatre. To develop use of physical and vocal skills. To deepen the style of physical theatre and the use of lighting and sound. Homework – to use Brechtian techniques in their own performances. Assessment – Making and Performing / Vocab

Sparkleshark- to use a script to deepen naturalistic acting techniques. To introduce staging designs (end on/ thrust/ traverse/ in the round).

Homework – to annotate, learn and costume their scene. Assessment – Designing and performing / Vocab

Shakespeare in Schools Festival - Students will use vocal and physical skills to perform duologues from The Tempest. Homework – to annotate and learn the Shakespeare script. Assessment – Performing and evaluating.

Production Values – to develop and analyse characterisation, set, lighting, costume, sound in the whole school production at The Griffin Theatre.

By the end of Year 8

Students will be able to demonstrate their performance skills through naturalistic and non naturalistic storytelling.

Explain and describe different staging, lighting and set design techniques.

Increased ability to analyse live theatre and express opinions.

Opportunities outside the classroom

Weekly Drama Club and Winter Showcase performance

Trip to see at least live performances (at The Barn Theatre and in school).

CKS Shakespeare in Schools Festival.

To be involved in, or come to watch the whole school production.

Year 9

Blood Brothers – to use a cyclical script to deepen acting techniques and dramatic conventions. To introduce staging designs (end on/ thrust/ traverse/ in the round). Focus on characterisation of different ages and classes. Opportunity to see live performance.

TEECHERS – to use comedy to deepen understanding of Brechtian theatre. To develop use of physical and vocal skills. To deepen the style of physical theatre and the use of lighting and sound. Homework – to use Brechtian techniques in their own performances. Assessment – Making and Performing

January 2025 – Trip to Wolverhampton to see Blood Brothers

The Curious Incident of the Dog in the Nighttime – to use Frantic Assembly’s physical theatre style. To introduce the style of physical theatre and the use of lighting and sound. **Homework** – to use lighting and sound in their own performances. Assessment – Making and Performing / Vocab

DNA –Expansion and development of rehearsal techniques and directing skills using the naturalistic script DNA by Dennis Kelly

Harry Potter World– Year 9 Trip. Introduction to all the design elements – lighting, set design, sound design, make up and costume design.

THINK LIKE A DESIGNER –Students choose a design component and collaborate with a group to produce a design concept for Shakespeare in Schools Festival.

Production Values – to analyse characterisation, set, lighting, costume, sound in the whole school production at The Griffin Theatre.

By the end of Year 9

Students will understand the variety of jobs available within the creative arts.

They will be able to explain, analyse and evaluate different stage types

Will be able explain naturalistic, non naturalistic styles of theatre

Explain, analyse and evaluate different physical and vocal expression

Outside the classroom

Weekly KS3 Drama Club and Winter Showcase

Trips to see Blood Brothers and Harry Potter World

KS4 Curriculum Intent and Rationale:

Drama gives students a range of skills that cannot be undervalued. So-called soft skills that make us eminently more employable. Taken in collaboration with a range of other subjects, Drama actively inspires students to grow into outgoing and confident adults. The course develops the ability to work within a group and, above all, it hones those techniques that allow a chosen few to present themselves confidently to an audience.

Studying GCSE Drama at Cirencester Kingshill will provide students with critical core skills unlike any other GCSE, preparing them for what life has in store. Drama is a dynamic practice that encourages students to be curious, open, present, inquisitive and funny. Drama provokes the imagination, allowing students to explore and reflect on important subject matter, such as contemporary, historical, socio-political and cultural issues; helping students to create new values, build self-esteem and gain confidence in their own opinion in a safe and stimulating environment.

We follow the EDUQAS specification for Drama, where you can choose to specialise in performance or design. Design candidates can focus on costume, set, lighting or sound and will work with their peers to bring their designs to life on stage.

Drama can reinforce the rest of the GCSE curriculum and beyond into Key Stage 5, helping students develop transferable skills such as increasing your ability to think divergently. Drama teaches students how to become critical consumers of theatre rather than just passive viewers. To help with this, Year 11 students are taken on a trip to a theatre which is then written about in their final exam.

7 Reasons why we offer Drama GCSE at Cirencester Kingshill School:

No subject teaches you how to work well in a team quite like drama. Drama will allow you to develop your patience, ability to compromise and communication skills.

You will learn discipline.

In Drama you will be asked to improvise on a number of occasions. This allows you to think on your feet, develop your initiative and will encourage you to be more proactive.

Drama stimulates you to be constantly creative. Drama will force you to regularly come up with exciting, functional and convincing ideas, to a deadline and this ability will stay with you.

Empathy is a really important life skill, this is an invaluable skill that will open your mind, improve the way you interact with people and is especially useful if you are considering a career in caring, teaching or social work.

Analysing Drama productions allows you to develop your critical thinking skills. This is useful for a number of jobs and is great if you are planning on taking English Literature, Media Studies or Film Studies at degree level.

You will gain in confidence and overcome the fear of making mistakes in a fun, creative and supportive environment.

Key Stage 4 - GCSE Drama

Component 1: Devising Theatre

Non- exam assessment: internally assessed, externally moderated 40% of qualification

Students will be assessed on either acting or design. Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board.

Students will produce:

A realisation of their piece of devised theatre

A portfolio of supporting evidence

An evaluation of the final performance or design

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner 20% of qualification

Students will be assessed on either acting or design. Students study two extracts from a play text. Students devise and develop a performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes 40% of qualification

Section A: Set Text for assessment up to and including 2023

A series of questions on An Inspector Calls

Section A: Set Text for assessment from 2024 onwards

Macbeth, William Shakespeare

An inspector Calls, J.B. Priestley

Find Me, Olwen Wymark

Noughts and Crosses, Malorie Blackman (adapted by Dominic Cooke)

Refugee Boy, Benjamin Zephaniah (adapted Lemn Sissay)

I Love You Mum - I Promise I Won't Die, Mark Wheeller

The IT, Vivienne Franzmann

Section B: Live Theatre Review

One question, from a choice of two, about a live theatre production which students have seen during the course requiring analysis and evaluation.

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subid=9&lvid=2>

<https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc>

	<u>Year 10 2024_2025</u>	<u>Year 11 2024_25</u>
	WAR - Introduction <u>Component 1 : Devising theatre</u> Stanislavski/ Brecht/Physical Theatre / TIE Verbatim WATCH YEAR 11s – WRITE EVALUATION	<u>BEGIN EXAM</u> <u>Component 1 :</u> <u>Devising theatre – NEA</u> <u>900 WORDS</u> <u>EVALUATION</u>
	Use Year 11 work to inspire a first attempt at C1 900 WORDS Evaluation	<u>Component 3:</u> <u>CHRISTMAS CAROL Live Theatre Review</u> <u>MOCK EXAM</u>
	<u>Component 3:</u> <u>Interpreting Theatre</u> <u>HADESTOWN? National theatre</u>	<u>Component 2 :</u> <u>Performing from a Text (POST 1950)</u>
	Introduction Component 2: Performing from a Text Acting/ Directing/ Designing Watch Year 11s	<u>Revision and EXAM</u> <u>Component 2 :</u> <u>Performing from a Text</u>
	Component 2: Performing from a Text PERFORM/ DESIGN An Inspector Calls	<u>REVISION SESSIONS</u> <u>EXAM Component 3 :</u>
	MOCK Review of School Production/ CKS Arts Award	<u>EXAM Component 3 :</u> <u>Interpreting Theatre & SET TEXT</u> <u>RESPONSE TO LIVE THEATRE</u> <u>THE END!!</u>