

# Subject Overview

## KS3 Drama



The Drama curriculum at Year 9 is designed to foster creativity, critical thinking, and collaborative skills, essential for both personal development and academic achievement. The intent is to provide students with a comprehensive understanding of dramatic arts while simultaneously facilitating the acquisition of transferable skills applicable to various fields, including communication, teamwork, and empathy. Our aim is to reinforce the significance of drama not merely as an art form, but as a potent medium for self-expression and exploration of diverse themes and narratives.

As students embark on this curriculum, they will engage in a variety of activities that encompass performance, devising, and the study of text. Through these experiences, learners will develop their ability to communicate effectively, articulating their ideas with clarity and conviction. This enhancement of verbal and non-verbal communication skills is pivotal as students come to understand the nuances of conveying emotion and intent, critical components in both dramatic performance and broader social interactions.

Moreover, the curriculum is designed to encourage collaboration and the importance of working within a team. Students will frequently engage in group projects, requiring them to listen, compromise, and contribute meaningfully within a collective framework. These activities will not only strengthen their capacity to function effectively as part of a team but will also enhance their leadership skills, enabling them to take initiative when necessary while supporting and uplifting their peers. Such skills are invaluable in all areas of life, including higher education and future employment, where teamwork and communication are often cited as core competencies.

Furthermore, during this academic year, students will also explore a range of theatrical styles and genres, from classical to contemporary. By examining works from various historical contexts, they will gain insights into the cultural significance of drama and its evolution over time. This study will encourage them to reflect on societal issues, interpersonal relations, and ethical dilemmas, ultimately cultivating a sense of empathy and a broader world view. Such reflections are crucial in helping students understand the impact of their choices and actions within both their immediate community and the global society.

In conclusion, the Year 9 Drama curriculum is intentionally designed to provide students with a rich tapestry of experiences that foster critical skills relevant to their academic journey and beyond. By integrating performance, collaboration, and an exploration of the interplay between drama and music, we seek to promote not only artistic proficiency but also an enhanced sense of self and community awareness. The ultimate intent is to inspire our students to become not just performers, but thoughtful individuals capable of making meaningful contributions to the world around them.

Discipline		Year 9
Performance	Vocal	Use of pace, pitch, dynamics, articulation/accent, pause and emphasis. Use of chorus
	Movement	Use of body language, gesture, gait, proxemics, facial expression, levels, posture, space, eye contact, action and posture.
	Staging Performance	Creating tension Exploring different types of staging
Devising – Interpreting Stimuli	Devising from a text	Poetry Novel extract
	Devising from an image	Modern art
	Devising from Music	Lyrics Music
Interpreting text	Understanding genre conventions	Exploration of texts based on genre
	Understanding a set text	Exploration of DNA by Dennis Kelly
	Performing a set text	Performance of extracts from DNA by Dennis Kelly
Evaluation	Evaluating performance	Self-evaluation Peer evaluation
	Response to evaluation	Responding to evaluation and feedback
Live Theatre	Analysing performance	Exam style questioning
	Evaluating performance	Evaluation of performance skills and elements
Understanding practitioners	Practical exploration of practitioners	Naturalism - Stanislavski Forum Theatre – Boal Clowning - Lecoq
Design elements	Lighting	Use of lighting design in performance
	Costume	Use of costume design in performance
	Sound	Use of sound design in performance
	Stage/Set	Use of stage/set design in performance
Careers	Roles in Theatre	Role of the Director Role of the Sound designer Role of the Lighting designer Role of the Set/stage designer Role of the Costume designer

		Role of the Producer Role of the Marketing team Role of the Facilitator
	Theatre for purpose	Theatre in Education

The intersection of drama and music is a vital element of the drama curriculum, offering students an enriched creative experience. There is a profound connection between these two art forms, as both utilise rhythm, expression, and storytelling to communicate emotions and narratives. In Year 9, students will have the opportunity to explore how music can be integrated into dramatic works. They will examine how musical elements can enhance dramatic tension, develop character, and contribute to thematic depth, thereby fostering a holistic understanding of performance arts. This interdisciplinary approach not only deepens their appreciation for both drama and music but also equips them with critical analytical skills to evaluate and interpret artistic works collaboratively.

Through watching professional performances, pupils will comment on the use of sound and music within performance before creating their own interpretation based on stimuli and scripts. Pupils will explore the use of the voice within performance, complementing the use of the voice within Music as an instrument.