



2023-2024 Key Stage 3 Curriculum Map - Drama

Drama Department Vision Statement

Our vision of Drama at West Coventry Academy is to firstly dispel the myth that Drama is only for students who want to become actors when they leave school. We have many students who go on to work as editors, writers, create theatre companies, work as stage managers or camera operators.....but actually Drama is more than that.

We are here to help the students grow in confidence by creating scenes that are performed or presented in front of their class. By doing this they develop their communication and listening skills; they learn how to compromise and how to be heard. What comes with that are students who then learn how to help, encourage and support each other. They work in groups and they naturally start to direct and teach each other.

WCA Drama students help each other to speak up, to use their facial expressions and they learn by examples from each other. Students at WCA very quickly learn in Drama how to naturally face their audience, keep their concentration and speak with confidence. These are all life skills for our future performers, CEOs, teachers, managers, entrepreneurs, sportsman, business owners, retail workers, designers...the list goes on.

We work together to achieve this by learning and creating drama based on history, on our community, on genres such as murder mystery, on novels such as Alice in Wonderland and Frankenstein, on script work, on watching theatre, performing the words of Shakespeare and creating shows for primary schools and younger students (Theatre in Education). We aim to help the students to gain a greater understanding of the wider world through exploration and performance.

Our vision is all of this plus the giggles and magic that happens in our Drama studios.....cheesy? Yes.....and we're not sorry.



Year 7 Curriculum Map Drama		Halfterm1	Halfterm2	Halfterm3	Halfterm4	Halfterm5	Halfterm6		
Drama	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p>Introduction to WCA Drama</p> <p>Students explore a range of basic Drama skills and techniques while exploring why Drama is important to develop confidence and communication skills. Students explore improvisation, characterisation and a variety of short scripts before working on a physical theatre based performance.</p> <p><u>SKILLS and Techniques</u> Physical theatre 1 Facial expression and body language Script work 1 Teamwork</p>	<p>A Christmas Carol</p> <p>Using the story of Charles Dickens 'A Christmas Carol' and it's enchanting setting and characters, students combine physical theatre with vocal techniques to create their own class version of the tale.</p> <p>Performed as an entire class, students must learn to understand cues and commitment to role to support the class ensemble and cast.</p> <p><u>SKILLS & TECHNIQUES</u> Vocal expression Cues Script work 2 Characterisation</p>	<p>"Ernie's Incredible Illucinations"</p> <p>After reading the short play about a boy who imagines unbelievable situations that then come true, students explore each scene and focus on their ability to 'block' and direct the action appropriately for the audience.</p> <p>Students are encouraged to take scripts home with them to memorise their lines.</p> <p><u>SKILLS & Techniques</u> Blocking Characterisation Staying in Role Memorising lines</p>	<p>Local History in Coventry</p> <p>Using physical theatre, music and verbatim theatre, students explore a variety of historical events that happened in Coventry over the past few centuries. Ranging from Lady Godiva to The Blitz, students even explore the industrial prominence that our city had during the second world war as well as the role we played in the 2012 London Olympics. (Not forgetting winning the FA Cup in 1987)</p> <p><u>SKILLS & Techniques</u> Vocal expression Directing Cross Cutting Moving Image</p>	<p>Anne Frank</p> <p>Following on from exploring The Blitz in Coventry, we explore Anne Frank's diary and the way that life may have felt those few years hiding in the annex. Students write their own monologue from the perspective of Anne and use these emotions to effectively portray the family in a respectful series of devised scenes that help students to develop empathy and reflect on these real events.</p> <p><u>SKILLS & Techniques</u> Monologue writing Naturalism Soundscape Mime</p>	<p>Roald Dahl</p> <p>Ending year 7 Drama with vibrancy and quirkiness, students explore a different Roald Dahl story every lesson. Looking at Charlie and the Chocolate Factory, Matilda, The Witches and Fantastic Mr Fox to name a few. Students explore the reasons behind the way certain characters behave and the moral lessons that Roald Dahl may have intended in his stories.</p> <p><u>SKILLS & Techniques</u> Devising Puppetry Flashbacks Role on the Wall</p>		
	Assessment	<u>Significant Piece:</u> Day in the Life of a Man Rehearsed improvisation, physical theatre	<u>Milestone:</u> Class performance of a scripted poem performed to a small audience of staff and students Written evaluation of final performance	<u>Significant Piece:</u> Group performance of an "Off Script" scene from 'Ernie'	<u>Milestone:</u> Prepared group performance of a chosen historical moment in Coventry Written evaluation of final performance	<u>Significant Piece:</u> Group performance exploring the events of Anne Frank's diary with student written monologue	<u>Milestone:</u> Group performance of a devised scene that uses characters from across Roald Dahl's literary universe Written evaluation of final performance		
	Literacy Links		The Nightmare Before Christmas Poem adaptation	Ernie's Incredible Illucinations script		Anne Frank's Diary	Roald Dahl poems and books		
		Key words are used and displayed throughout the entirety of lessons. Students write out the Big Question and key words at the start of each lesson. Termly written evaluations of their own performances and the use of self, peer and group assessment requires students to write using subject specific language.							
	Curriculum Links		Links to GCSE English studies of A Christmas Carol			Links to English studies of displacement and The Boy in the Striped Pyjamas in Year 7			
	2 hrs per fortnight	Outside of the Curriculum	KS3 Drama Club which explores various topics and skills with a showcase at the end of the year to give parents and guardians the opportunity to watch						
		How can I support my child?	<p>Open discussions regarding the importance of Drama with our communication, problem solving and team building skills.</p> <p>Take a look at the following website to explore physical Drama skills: https://www.bbc.co.uk/bitesize/guides/zd2vhbk/revision/1</p>	<p>Watch a version of A Christmas Carol. There are a couple on Disney+</p> <p>Watch a piece of theatre (live or pre-recorded) with a large cast to observe the way actors work as an ensemble</p>	<p>Encourage line learning and rehearsal at home with the script.</p>	<p>Discuss Coventry's local history and your own experiences of living in Coventry.</p> <p>Visit Coventry City Centre and look at the old wall near Pool Meadow Bus Station or the Coventry Transport Museum.</p>	<p>Watch the following video about who Anne Frank was: https://youtu.be/7o8jSbCanv0</p> <p>Loan Anne Frank's Diary from the local library and read through some extracts together.</p>	<p>Read through old Roald Dahl tales, watch movies or explore is 'Revolting Rhymes' online.</p> <p>Take a look at the following website to explore vocal Drama skills: https://www.bbc.co.uk/bitesize/guides/zjxbnrd/revision/1</p>	



Year 8 Curriculum Map Drama		Halfterm1	Halfterm2	Halfterm3	Halfterm4	Halfterm5	Halfterm6
Drama	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p>Frankenstein</p> <p>Year 8 starts with an atmospheric and dark scheme of work focusing on the genre of horror as well as the theatre practitioner Bertolt Brecht, epic theatre and the key techniques of breaking the fourth wall and alienating the audience. This is explored through the story of Mary Shelly's <i>Frankenstein</i>, enabling students to explore the reasons behind Victor Frankenstein creating a monster and the consequences of his actions on those he loves.</p> <p><u>SKILLS and techniques</u> Bertolt Brecht Tension Atmosphere Volume Pace</p>	<p>Melodrama/ Soap Opera</p> <p>Starting with the classic comedy duo of Laurel and Hardy, students explore the technical requirements of creating and performing <i>slapstick comedy</i>. Leading on to where we see Melodrama in the modern day, students create their own soap opera with fleshed out characters and opening titles to music.</p> <p><u>SKILLS and Techniques</u> Comedy Farcical comedy Over-exaggeration Stock characters</p>	<p>Alice in Wonderland</p> <p>Students explore the methods and techniques of physical theatre company and practitioner Frantic Assembly. Delving into the madness of Lewis Carrol's <i>Alice's Adventures in Wonderland</i>, students experiment with chair duets and over exaggerated characterisation to effectively portray the madness of Wonderland.</p> <p><u>SKILLS and Techniques</u> Physical Theatre 2 Frantic Assembly Moving Images Script work 3</p>	<p>Blood Brothers</p> <p>Introducing students to a set text from the GCSE course, Willy Russell's <i>Blood Brothers</i> presents the story of twins who are separated at birth as a result of their social class and wealth. Key moments and characters from the play are analysed and explored through naturalistic techniques such as news reports, cross cutting and script work.</p> <p><u>SKILLS and Techniques</u> Intonation Facial Expressions Stanislavski Naturalism</p>	<p>Macbeth</p> <p>Using a variety of practitioner techniques that have been learned, students explore the key moments of Shakespeare's <i>Macbeth</i> through exciting and atmospheric workshop type lessons. Particularly, the events leading up to Duncan's murder is explored using lighting and a 'crime scene' classroom set up while the decent of Lady Macbeth's mental state is explored using monologues, moving images and collective character.</p> <p><u>SKILLS and Techniques</u> Applying practitioner techniques Vocal skills Collective Character Script work 4</p>	<p>Murder Mystery</p> <p>Giving students the freedom to explore their creativity, we look at classic murder mysteries and their key conventions. Students create their own murder mystery with a clear beginning, middle and end that is significantly longer than any other piece of Drama they may have devised themselves. This gives them the experience of devising, giving them a taste of the Devising unit in the GCSE Course.</p> <p><u>SKILLS and Techniques</u> Status Levels Stereotypes Posture</p>
	Assessment	<p><u>Significant piece:</u> Group performance about Frankenstein's monster using Bertolt Brecht's Epic Theatre techniques.</p>	<p><u>Milestone:</u> Devised Melodrama piece in the style of a soap opera that ends with a cliffhanger. Written evaluation of final performance</p>	<p><u>Significant Piece:</u> Physical Theatre group piece incorporating text from Alice in Wonderland influenced by Frantic Assembly</p>	<p><u>Milestone:</u> Solo/group extract from Willy Russell's Blood Brothers script Written evaluation of final performance</p>	<p><u>Significant Piece:</u> Group performance that represents the key moments of Shakespeare's Macbeth using practitioner techniques of their own choice.</p>	<p><u>Milestone:</u> Longer group devised performance from a stimuli inspired by classic murder mysteries Written evaluation of final performance</p>
	Literacy Links	<p>Key words are used and displayed throughout the entirety of lessons. Students write out the Big Question and key words at the start of each lesson. Termly written evaluations of their own performances and the use of self, peer and group assessment requires students to write using subject specific language.</p>					
	Curriculum Links	<p>Links to English studies of Macbeth in Year 10</p>					
	Outside of the Curriculum	<p>KS3 Drama Club which explores various topics and skills with a showcase at the end of the year to give parents and guardians the opportunity to watch School Musical Production</p>					
	How can I support my child?	<p>Take a look at the following website to explore theatre practitioner Bertolt Brecht and his influence on theatre: https://www.dramaclases.biz/bertolt-brecht-techniques-and-factsbertolt-brecht-techniques-and-facts</p>	<p>Watch old Laurel and Hardy or Charlie Chaplin sketches to observe the over-exaggerated use of facial expressions and body language.</p>	<p>Create character profiles and costume designs for the eccentric characters from Alice in Wonderland. Watch through the following video to explore the style of</p>	<p>Take a look at the following website to explore the themes, characters and context of the play Blood Brothers: https://www.bbc.co.uk/bitesize/guides/z22gp39/revision/1</p>	<p>Watch the following video for a summary of Macbeth: https://youtu.be/zt13FbL1xyw Watch any version of Macbeth with subtitles to get a grasp of the story and language.</p>	<p>Take a look at the following website to explore how to structure of a piece of Drama https://www.bbc.co.uk/bitesize/guides/zr8h7nb/revision/3 Explore the following website about costume design and</p>



		Watch soap operas and discuss the 'over the top' nature of the acting and events that happen on screen.	theatre used throughout the scheme of work: Part 1 https://youtu.be/hI9t86hDNC0 Part 2 https://youtu.be/X_Tj7CTI-Ws			home for 'Murder Mystery' https://www.bbc.co.uk/bitesize/guides/zdwp2sg/revision/1
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Year 9 Curriculum Map Drama		Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Drama	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p>History of Events</p> <p>During this rotation, each lesson is based on a different historical event that had significant impact on our country or the world. Explored through Frantic Assembly's techniques as well as other physical theatre elements such as slow motion, choral movement and 'rewind', students look at the Gunpowder plot, Rosa Parks, the miners strike, the suffragettes, the black plague, Alan Turing and the Mercury 13.</p> <p><u>SKILLS and Techniques</u> Workshops Devising Frantic Assembly Round, By, Through Chair Duets</p>	Rotation Half Term 1 repeat	<p>Scripted Workshops 'Performing Texts' Prep for GCSE</p> <p>Exploring a range of texts and practitioner styles, students are given the opportunity to take on a variety of characters in different contexts. This half-term enables them to understand the building blocks of bringing a script to life, how to apply practitioner styles and techniques to a script and the role of a director.</p> <p><u>SKILLS and Techniques</u> Script work 5 Characterisation Vocal skills Movement Blocking</p>	Rotation Half Term 3 Repeat	<p>Theatre in Education</p> <p>During this scheme of work, year 9 students are given the opportunity to create a piece of drama aimed at primary age children that has a moral lesson such as the dangers of social media or the impact of bullying. During this half-term, students will have the opportunity to visit a primary school outside of the normal lesson to perform their pieces and run Drama workshops with the younger students.</p> <p><u>SKILLS and Techniques</u> Didactic Target audience Facial Expressions Narration</p>	Rotation Half term 5 repeat
	Assessment	Significant Piece: Physical theatre group devised performance about one moment in history influence by Frantic Assembly		Milestone: Group performance of a set text extract in similar style to that of the GCSE Performing Texts unit		Significant Piece: Devised theatre in education group performance that teaches a young audience a moral tale	
Literacy Links			Scripts: East End Tales, Girls Like That, Bouncers, DNA, The Heist, America's Playground, Clue, The Play That Goes Wrong				
	Key words are used and displayed throughout the entirety of lessons. Students write out the Big Question and key words at the start of each lesson. The use of self, peer and group assessment requires students to write using subject specific language.						
Curriculum Links	Links to History studies of women's suffrage in Year 8.						
Outside of the Curriculum	KS3 Drama Club which explores various topics and skills with a showcase at the end of the year to give parents and guardians the opportunity to watch						
			School Musical Production			Students have the opportunity to showcase their work with a visit to local primary schools	
How can I support my child?	<p>Watch the following video from Frantic Assembly director Scott Graham: https://www.bbc.co.uk/programmes/p015c9bk</p> <p>You can also explore Frantic Assembly's website directly to explore more videos that showcase the style and techniques that will be explored throughout this scheme of work: https://www.franticassembly.co.uk/the-frantic-method</p>		<p>Take a look at the following website that explores the features of a script: https://www.bbc.co.uk/bitesize/guides/zng7kmn/revision/1</p> <p>Encourage line learning and rehearsal at home with the script.</p>		<p>Take a look at the definition of Theatre in Education and techniques that can be included: https://www.bbc.co.uk/bitesize/guides/zj7yt39/revision/2</p> <p>Discuss important moral and social issues that could be taught through theatre to audiences of different ages.</p> <p>Take a look at The Belgrade Theatre's own TIE programme and encourage getting involved in this outside of school. Contact details on the webpage: https://www.belgrade.co.uk/theatre-in-education-tie/</p>		