

Performing Arts **KS3 Drama Curriculum Plan (2025-)**

Year 7 Drama

Autumn	Spring	Summer
Key Skills: Establishing Conventions	Script: <i>Ernie's Incredible Illucinations</i>	Key Skills: Theatre Through the Ages
<ul style="list-style-type: none">• Activities to establish positive relationships and confidence• Introducing and applying key drama conventions• Developing characterisation• Giving feedback to others	<ul style="list-style-type: none">• Exploring a script and taking it from page to stage• Voice skills, warm-ups and dynamics• Movement and physical theatre• Stage types and blocking a scene• Directing others• Purpose of sound and lighting• Peer and self-evaluation	<ul style="list-style-type: none">• Exploring Greek, Medieval, Commedia dell'arte, Melodrama and Theatre of the Oppressed• How have these styles influenced modern theatre?• Devising in a given style• Decoding historical scripts• Sound and lighting techniques• Reviewing live theatre using PEA
Assessment: <ul style="list-style-type: none">• Writing in role monologue (creating)• Devised performance (performing)	Assessment: <ul style="list-style-type: none">• Script performance (performing)• Written self-evaluation (evaluating)	Assessment: <ul style="list-style-type: none">• Medieval theatre performance (creating/performing)• Live theatre review (evaluating)

Year 8 Drama

Autumn Spring Summer →		
Key Skills: Theatre through the Ages*	Script: Getting to grips with Shakespeare	Key Skills: Key Practitioners
<ul style="list-style-type: none"> • Exploring Greek, Medieval, Commedia dell'arte, Melodrama and Theatre of the Oppressed • How have these styles influenced modern theatre? • Devising in a given style • Decoding historical scripts • Sound and lighting techniques • Reviewing live theatre using PEA 	<ul style="list-style-type: none"> • Understanding Shakespearian language & Elizabethan theatre • Developing vocal skills: dynamics and emotion • Gesture and body language to create character • Levels and proxemic in performance • Learning lines • Directing others 	<ul style="list-style-type: none"> • Styles and techniques of Stanislavski, Brecht, Berkoff, Rice and Artaud • Social context of practitioners • Devising in a given style • Peer-assessment
<i>Assessment:</i> <ul style="list-style-type: none"> • Medieval theatre performance (creating/performing) • Live theatre review (evaluating) 	<i>Assessment:</i> <ul style="list-style-type: none"> • Written self-evaluation (evaluating) • Script performance (performing) 	<i>Assessment:</i> <ul style="list-style-type: none"> • Extended staging question (creating) • Devised performance (creating/performing)

*moving to Y7 from Summer 2025, replaced with Devising from Poems.

Year 9 Drama

Autumn

Spring

Summer



Key Skills: Physical Theatre

- Study of Frantic Assemble's *The Curious Incident of the Dog in the Nighttime*
- Application, development and purpose of warmups
- Developing trust
- Text to performance
- Health & safety and risk assessment
- Sound and lighting design
- Lifts and flying techniques

Assessment:

- Medieval theatre performance (creating/performing)
- Live theatre review (evaluating)

Script: KS4 extracts

- Exploring a range of GCSE set scripts
- Rehearsal methods
- Revision techniques, annotation and line learning
- Character analysis and exam-style responses
- 'Poor theatre' and 'in yer face theatre'
- Sound and lighting design

Assessment:

- GCSE style character questions (creating)
- Scripted performance (performing)

Devising: Verbatim Theatre

- Exploring Mark Wheeler's script *I Love You Mum I Promise I Won't Die*
- Devising using Verbatim interviews
- Exploration of social issues (including drug misuse) on the wider community
- Theatre as education
- Character analysis
- Voice development
- Sound and lighting design

Assessment:

- Verbatim script (creating)
- Devised performance (creating/performing)