

# Long Term Plan - KS3 Creative Arts: Drama

| Half term           | Unit title                                   | Key knowledge/ Content to learn and retain   | Essential skills to acquire (subject & generic)  | Link to subject ethos  | Anticipated misconceptions  | Links to previous KS  | Links to future KS  | Opportunity for stretch for high prior attainers   | SMSC & British Values  | Cultural Capital   | Career Link  |
|---------------------|--|--|--|--|---|---|---|--|--|--|--|
| Year 7: Half Term 1 | "Actors Toolkit" - Charlotte Dymond          | Confidence building<br>Teamwork<br>Communication skills and the ability to apply a basic range of dramatic skills successfully | Confidence<br>Teamwork<br>Problem Solving<br>Communication skills<br>The ability to think on your feet and improvise under time constraints  | Using innovation and creativity to overcome challenged and obstacles   | Students who have not studied the subject in KS2 may not be as confident and will not have prior understanding of the subject | This is a starting point for all students, due to some students coming from KS2 where drama has not been explored prior.                      | Sets the foundations for the drama skills that will require application in all KS across their schooling lives. | All students will be given opportunities to lead the group work in director style roles to further support and build on their skillset | Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks. | Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience. | A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance-based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role. |
| Year 7: Half Term 2 | Developing an understanding of Written Texts | Confidence building<br>Teamwork<br>Communication skills and the ability to apply a basic range of dramatic skills successfully | Confidence<br>Team work<br>Problem Solving<br>Communication skills<br>The ability to think on your feet and improvise under time constraints | Using innovation and creativity to overcome challenged and obstacles through team building and improvisation | e. This may mean that they are less engaged in practical elements of the lesson.  | <i>This is an adaptation of HT1, where students will be given the basic skill set that they will now start to build upon more practically</i> | Sets the foundations for the drama skills that will require application in all KS across their schooling lives. | All students will be given opportunities to lead the group work in director style roles to further support and build on their skillset |  |  |  |

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|---------------------|--------------------------------|--|---|--|--|---|--|--|---|--|--|
| Year 8: Half Term 1 | Exploring Physical Theatre     | Key practitioners approaches to creating and developing physical theatre, such as Attraction and Frantic Assembly  | Problem solving<br>Team work<br>Improvisational skills<br>Physical skills and how to use the body effectively.  | Using innovation and creativity to overcome challenged and obstacles through team building and improvisation | Application of practical skills in a movement-based style of theatre - some students struggle with behaviour when working 'off script'.        | Students will be using the foundation skills learned in year 7 to adapt and expand on their abilities to use their bodies to tell a story.                          | Students will be developing their understanding of practitioners in year 9, and at KS4 and 5. This will support them in their approach.  | All students will be given opportunities to lead the group work in director style roles to further support and build on their skillset | We discuss a range of social status/classes that are explored verbally and practically. Students work in groups and show compassion and understanding towards others. | Students are taught to develop empathy through performance skills, and demonstrate improvisation skill. Students are encouraged to make sensible choices and to take ownership of learning, Students demonstrate this by managing themselves well whilst in the working environment. | A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role. |
| Year 8: Half Term 2 | Shakespeare's Romeo and Juliet | Shakespearean language and the use of this in the set text (R&J)<br>Developing an understanding of how Elizabethan theatre was performed.<br>Expanding on key practitioner knowledge to support the application of a range of dramatic skills. | English and literacy skills (Reading and comprehension)<br>Verbal/aural skills<br>Application of dramatic skills including physical theatre, interpretation skills and ability to read from a script. | Using innovation and creativity to overcome challenged and obstacles through team building and improvisation | Shakespearean language / understanding and application of dramatic skills in a scripted performance, as opposed to a devised/improvised piece. | Application of drama skills that have been explored in prior units of work. Students will use this knowledge - and confidence - to further develop their skill set. | Students are required to focus on set texts for their GCSE course, this is explored from year 9 onwards and supports them in their understanding of how to read a script and apply dramatic skills in line with the role requirement | All students will be given opportunities to lead the group work in director style roles to further support and build on their skillset | We discuss a range of social status/classes that are explored verbally and practically. Students work in groups and show compassion and understanding towards others. |  |  |
| Half                | Unit title                     | Key knowledge/   | Essential skills  | Link to  | Anticipated  | Links to  | Links to   | Opportunity  | SMSC &  | Cultural   | Career Link  |

| term                |                                | Content to learn and retain  | to acquire (subject & generic)  | subject ethos  | misconceptions  | previous KS   | future KS   | for stretch for high prior attainers   | British Values   | Capital  |  |
|---------------------|--------------------------------|--|---|--|---|---|---|--|--|--|--|
| Year 9: Half Term 1 | Practitioners in Practice      | The approach to creating and developing theatre and performance that numerous historical and current practitioners have had on the development of the arts.      | Practitioner approaches<br>Drama terminology<br>Performance and practical skills<br>Teamwork and improvisational skills<br>Time management and organisational skills.                                 | Using innovation and creativity to overcome challenged and obstacles through team building and improvisation | Short amount of time (roughly 6 to 8 hours) to cover a wide range of practitioners and the information surrounding their approaches.  | Students will be applying skills learned in the actors toolkit and physical theatre/study of a text from both years 7 and 8. They will be building on these skills to improve and develop their dramatic application. | Direct links to the devising/ workshop (component 2) unit of study at GCSE and Level 3 BTEC.                              | All students will be given opportunities to lead the group work in director style roles to further support and build on their skillset | Students are encouraged to comment on how the themes explored within lessons are represented within society today and have to use improvisational skills to interpret them in group tasks. | Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience. | A career in acting or within the drama community - such as a deliverer of workshops, a programme leader within a theatre or any performance-based role. Students will also be building communication skills that will in turn support their approach to any interview, regardless of the job role. |
| Year 9: Half Term 2 | Exploring Stimuli for Devising | Content surrounding the GCSE set text Blood Brothers - to be explored in a practical way to engage students in the storyline and progression of it's characters. | English and literacy skills (Reading and comprehension)<br>Verbal/aural skills<br>Application of dramatic skills including physical theatre, interpretation skills and ability to read from a script. | Using innovation and creativity to overcome challenged and obstacles through team building and improvisation | Language / understanding and application of dramatic skills in a scripted performance, as opposed to a devised/improvised piece. Understanding of text and the format (script). | Application of drama skills that have been explored in prior units of work. Students will use this knowledge - and confidence - to further develop their skill set.   | Direct links to the exam (comp 1) and the texts in practice (comp 3) units of work at GCSE. And Unit 2 at level 3 - BTEC. | All students will be given opportunities to lead the group work in director style roles to further support and build on their skillset | We discuss a range of social status/classes that are explored verbally and practically. Students work in groups and show compassion and understanding towards others.                      |  |  |