

Performing Arts KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 8 Subject: 8 Drama IMPLEMENTATION						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
<p style="text-align: center;">National Curriculum Coverage, key concepts and skills ('Big Ideas')</p>	<p>Context: Characterisation & comedy</p> <p>Key Vocabulary: Pace, pause, pitch, timing</p> <p>Prior Learning / LTM: To use creative and imaginative role play, character development Y7- PA T1 & T3</p> <p>Cultural Capital: To participate in and evaluate imaginative performances</p>	<p>Context: Stage combat</p> <p>Key Vocabulary: Posture, gesture, Interaction, gait</p> <p>Prior Learning /LTM: Actor & audience configuration, relationships between performers & audience Y7- T3</p> <p>Cultural Capital: To challenge cultural, gender and age stereotypes</p>	<p>Context: Homelessness</p> <p>Key Vocabulary: Narration, hot-seating Inflection, tone, role on the wall</p> <p>Prior Learning / LTM: Fact based stimulus to inform & inspire devised drama. Performance conventions Y7- T1, T2, T3</p> <p>Cultural Capital: Debate a range of themes including identity, self-belief and respect for all</p>	<p>Context: Crime & Punishment/ Knife Crime</p> <p>Key Vocabulary: Emotional phrasing Thought track</p> <p>Prior Learning / LTM: Fact based stimulus to create devised drama- Performance conventions Y7 T1,3,4,6</p> <p>Cultural Capital: To deliberate themes including British law, social identity, crime & peer pressure</p>	<p>Context: Macbeth</p> <p>Key Vocabulary: Still image, soliloquy, aside, tension,</p> <p>Prior Learning / LTM: Response to Live theatre, theatrical conventions of the period in which the performance texts studied were created- Y7- T3</p> <p>Cultural Capital: Appreciate and interpret our rich and varied literary heritage</p>	<p>Context: Sparkleshark/Bullying</p> <p>Key Vocabulary: Clarity of diction, Duologue,</p> <p>Prior Learning / LTM: character motivation & interaction, creation of mood & atmosphere, development of pace & rhythm, dramatic climax Y7-T1</p> <p>Cultural Capital: Appreciate and interpret our rich and varied literary heritage Challenging of stereotypes</p>	
	Exploration & creation through a wide range of Genres and Techniques	X	X	X	X	X	X
	Application of correct Terminology	X	X	X	X	X	X
	Different approaches to play text					X	X
	Performance skills	X	X	X	X	X	X
	Analyse & evaluate performances	X	X	X	X	X	X
	IMPACT	Assessment: Comedy role play Physical skills	Assessment: Contextual performance with S.C techniques	Assessment: Devised TIE performance	Assessment: Stimulus led devised piece- vocal & physical skills	Assessment: Text based performance	Assessment: Stage design written response

	Progression to KS4: Use of theatrical skills in performance - Component 2/3	Progression to KS4: Refinement of performance skills Component 2/3	Progression to KS4: Exploration of genres & techniques - Component 2	Progression to KS4: Devised performance C2	Progression to KS4: Component 2/3 Texts in Practice	Progression to KS4: Component1 Written exam C3 Texts in Practice
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Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.