

Performing Arts KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 9 Subject: Drama IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
National Curriculum Coverage, key concepts and skills ('Big Ideas')	<p>Context: Blood Brothers- Study of a play</p> <p>Key Vocabulary: playwright, context analysis, narrator, musical theatre, characterisation</p> <p>Prior Learning / LTM: Social historical context. Knowledge & understanding of theatre-Y7-6 /Y8- T5</p> <p>Cultural Capital: Reading, performing & interpreting literary a classic</p>	<p>Context: Pantomime/ Commedia Dell' arte</p> <p>Key Vocabulary: Body language, mask, wit, exaggeration, slapstick comedy, stock characters</p> <p>Prior Learning / LTM: Analysis & understanding of live theatre makers, drama terminology Y7-T1/T5, Y8 T5</p> <p>Cultural Capital: Appreciate our rich & varied theatrical, heritage;</p>	<p>Context: The Secret Annex/ The Diary of Anne frank</p> <p>Key Vocabulary: Holocaust, prejudice Naturalism, symbolism, abstract,</p> <p>Prior Learning / LTM: Character development Y8-T1 Social historical context-Y7-T6/Y8 -T5 Theme-Y8 History- T6- Nazism,</p> <p>Cultural Capital: Students explore a significant historical event, through drama</p>	<p>Context: Let him have it - Capital Punishment.</p> <p>Key Vocabulary: Tableau; epic theatre; non-naturalistic drama, Conscience alley</p> <p>Prior Learning / LTM: Fact based stimulus to inspire devised drama Y8-T3</p> <p>Cultural Capital: Students explore historical event, through debate & drama</p>	<p>Context: Missing Person - the importance of communication</p> <p>Key Vocabulary: Forum theatre, thought track, dialogue, delivery, structure</p> <p>Prior Learning / LTM: Issue based stimulus Y8 T3</p> <p>Cultural Capital: Philosophical debate on mental health issues</p>	<p>Context: DNA-- Study of a play by Dennis Kelly/ peer pressure/ moral decisions P4C</p> <p>Key Vocabulary: Reflection, hot-seating, Stage business, characterisation</p> <p>Prior Learning / LTM: Issue based stimulus Y8 T3</p> <p>Cultural Capital: Reading, performing, interpreting & reflecting on NEW moral issues brought up in new literary classics</p>
Exploration & creation through a wide range of Genres and Techniques		X	X	X	X	X
Application of correct Terminology	X	X	X	X	X	X
Different approaches to text	X	X				X
Performance skills	X	X	X	X	X	X
Analyse & evaluate performances	X	X	X	X	X	X
IMPACT	<p>Assessment: Small group scripted performance</p> <p>Progression to KS4:</p>	<p>Assessment: Performance using exaggerated vocal and</p> <p>Progression to KS4:</p>	<p>Assessment: Use of vocal and physical drama skills</p> <p>Progression to KS4:</p>	<p>Assessment: Use of Epic theatre techniques in performance</p> <p>Progression to KS4:</p>	<p>Assessment: Applying appropriate skills in performance</p> <p>Progression to KS4:</p>	<p>Assessment: Learning lines and performance</p> <p>Progression to KS4:</p>

	C3 Texts in Practice C1 Understanding drama	C2 Devising drama/ mask making	C2 Devising drama	C1 Knowledge of different practitioners and styles of theatre	C2 Devising drama C3 Texts in Practice	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.