

Drama Key Stage 3

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS3 Drama is formed of 18 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Devising from an image: Narrative approaches	Year 7	4
2 Waiting: an introduction to drama conventions	Year 7	3
3 Acting Shakespeare: Monologues from A Midsummer Night's Dream	Year 7	3
4 Practising physical and vocal skills	Year 7	5
5 Live theatre responses: Becoming a critic	Year 7	3
6 Narrative structures using poetry: Developing monologues	Year 8	3
7 Who Cares?: A devising unit	Year 8	4
8 Acting Shakespeare: Twelfth Night	Year 8	3
9 Posture, gesture and voice in performance	Year 8	3



10 Live theatre responses: Using social media	Year 8	3
11 Approaching text: Bringing it to life	Year 8	3
12 One text, different approaches	Year 9	3
13 The journey: a verbatim project	Year 9	3
14 Study of text in contemporary, cultural contexts	Year 9	3
15 Live performance responses: Evaluating stagecraft	Year 9	4
16 Understanding roles and responsibilities of the creative team	Year 9	5
17 Commedia dell'arte: an introduction	Year 9	6
18 Using Drama conventions to explore contemporary issues	Year 9	6



3. Lessons

Unit 1 Devising from an image: Narrative approaches

4 Lessons

Lesson number	Lesson question	About the lesson
1.	Developing a response to a stimulus	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, students will be introduced to a stimulus in the form of a photograph. Students will mind map ideas in response to this, then choose one idea to develop into a narrative, creating a story for three characters. <p>Essential additional subject-specific information</p> <ul style="list-style-type: none">Objective: for students to develop original ideas. The lesson offers students the chance to begin to understand different styles of designing a scene. <p>Guidance warnings</p> <ul style="list-style-type: none">Physical activity required.

2.

Creating a character and using empathy to develop characterisation

Pupils will learn

- In this lesson, students will take one character from their plot line and develop this character, completing tasks such as a role on the wall, character questionnaire and hot seating style activities. They will write a monologue for their character, and annotate this with ideas of how to perform it.

Essential additional subject-specific information

- Objective: for students to create character which is believable. The lesson offers students the chance to work in role, and imagine someone else's situation.

Guidance warnings

- Physical activity required.
-



3.

Developing a character and writing dialogue for performance

Pupils will learn

- In this lesson, students will develop their monologue for performance, adding in other dramatic techniques such as thought tracking, and thinking of ways they can mark the moment. They look at vocal and physical performance techniques and apply these to their performance, and if possible, ask someone to film them performing their monologue. They watch their monologue back and evaluate their performance.

Essential additional subject-specific information

- Objective: for students to bring together skills in voice, gesture and movement to present a believable character to an audience. The lesson offers students the chance to gain the confidence to practice activities alone.

Guidance warnings

- Physical activity required.
-



4.

Preparing a role for performance

Pupils will learn

- In this lesson, students will look at vocal and physical performance techniques and apply these to their performance, and if possible, ask someone to film them performing their monologue. They will watch their monologue back and evaluate their performance.

Essential additional subject-specific information

- Objective: bringing together all the skills developed to see how a character can be realised in a live performance.

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Looking out of the window: using still images and transitions

Pupils will learn

- In this lesson, students will respond imaginatively to stimulus to generate ideas. They will then devise original still images to tell a story in sequence, using the key features of still images. Students will experiment with transitions, and music to affect mood.

Essential additional subject-specific information

- Objective: for students to know and demonstrate the key features of effective Still Image to tell a story.

Guidance warnings

- Physical activity required.



2. What are they thinking? Using thought tracking and writing in role

Pupils will learn

- In this lesson, students will develop their still images by adding lines of thought tracking. They will consider what makes an interesting monologue script and write their own, in role. They can recall vocal and physical performance techniques from Unit 1 and apply these to their performance, and if possible, ask someone to film them performing their monologue with their movements.

Essential additional subject-specific information

- Objective: for students to define and demonstrate thought tracking and use it to write original dialogue in role.

Guidance warnings

- Physical activity required.

3. Close to our heart: using props in Drama

Pupils will learn

- In this lesson, students will consider sets and props, as elements of devising drama. They will experiment with how props can be used to convey meaning, and design and annotate their own props.

Essential additional subject-specific information

- Objective: for students to understand symbolic props and demonstrate knowledge through original design.

Guidance warnings

- Physical activity required.
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Unit 3 Acting Shakespeare: Monologues from A Midsummer Night's Dream 3 Lessons



Lesson
number

Lesson question

About the lesson

1.

Imagery and rhythm in Shakespeare's language

Pupils will learn

- In this lesson students will learn about the fairy plot of the play and the characters involved, with an introduction to how Imagery and rhythm is used in Shakespeare's language. Memorization tips will be used and they will learn about and act out the Wild Bank monologue.

Essential additional subject-specific information

- Objective: to learn about the use of Imagery and rhythm in Shakespeare's language. Students will have the opportunity to learn and perform a short monologue from A Midsummer Nights' Dream, using their voice to emphasise the use of imagery and rhythm.

Guidance warnings

- Physical activity required.

2.

Iambic pentameter in Shakespeare's language

Pupils will learn

- Students will learn about the lovers' plot of the play and the characters involved. There will be an introduction to how iambic pentameter is used in Shakespeare's language. Memorization tips will be used and students will learn and act out Puck's Announcement.

Essential additional subject-specific information

- Objective: to learn about the use of Imagery and rhythm in Shakespeare's language. Students will have the opportunity to learn and perform a short monologue from A Midsummer Nights' Dream, using their voice to emphasise the use of imagery and rhythm.

Guidance warnings

- Physical activity required.
-



3.

Adding movement to Shakespeare

Pupils will learn

- Students will learn about the mechanicals plot and the characters involved. Emphasis on the difference between poetry and prose and how each is used in Shakespeare's plays will follow, and tips on adding movement to Shakespeare. Students will learn and act out Bottom's Dream.

Essential additional subject-specific information

- Objective: to learn about the use of iambic pentameter in Shakespeare's language. Students will have the opportunity to learn and perform a short monologue from A Midsummer Nights' Dream, using their voice to emphasise the use of iambic pentameter.

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Vocal skills part 1

Pupils will learn

- In this lesson, students will learn about pace, tone and volume, and experiment with these skills in games and activities to alter meaning and effect. They will experiment with vocal expression to show emotion.

Essential additional subject-specific information

- Objective: for students to recall and demonstrate the key features of vocal expression.

Guidance warnings

- Physical activity required.
-

2.

Vocal skills part 2

Pupils will learn

- In this lesson, students will work with a short text and use the thought tracking technique to add original 'asides' into the script. They will experiment with vocal expression to show character.

Essential additional subject-specific information

- Objective: for students to experiment with the key features of vocal expression using the thought tracking technique.

Guidance warnings

- Physical activity required.
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3.

Physical skills part 1

Pupils will learn

- In this lesson, students will learn about facial expression, gesture, body language, mime and mannerisms. They will consider how different characters would look and move.

Essential additional subject-specific information

- Objective: for students to recall and demonstrate the key features of characterisation.

Guidance warnings

- Physical activity required.
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4. Physical skills part 2

Pupils will learn

- In this lesson, students will explore physicality to create tension and suspense, comedy and pathos, using slow motion in a variety of scenarios.

Essential additional subject-specific information

- Objective: for students to recall and demonstrate the key features of still image and slow motion as a dramatic technique.

Guidance warnings

- Physical activity required.
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5. Combining skills

Pupils will learn

- In this lesson, students will take a well known character and select a suitable voice and physicality. Students will perform a short piece of text, demonstrating some of their vocal and physical skills to portray character and emotion.

Essential additional subject-specific information

- Objective: for students to combine key features of vocal expression and key features of physical characterisation to present a short piece of script.

Guidance warnings

- Physical activity required.
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Lesson
number

Lesson question

About the lesson

1.

Introduction to live theatre: Lighting and sound design

Pupils will learn

- In this lesson, students will watch a short extract from a theatre production and begin to develop a personal response. Using acting terminology to describe the performers' use of skills, they will comment on how the performers interpreted their roles.

Essential additional subject-specific information

- Objective: for students to understand plot and character in a play or scenario at a basic level and make some observations. The lesson offers students the chance to respond to a play with their personal views and feelings about plot and character.

Guidance warnings

- Physical activity required.

2.

Developing analytical comments for live theatre

Pupils will learn

- In this lesson, students will watch a short extract from a theatre production where the focus is on use of design skills. Using basic design terminology to describe the use of design skills, they will comment on how the design skills support the action on stage.

Essential additional subject-specific information

- Objective: for students to begin to see that there are many different styles of performance and demonstrate an awareness of them. The lesson offers students the chance to begin to realise and consider that the professional theatre has a range of roles and responsibilities.

Guidance warnings

- Physical activity required.
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3.

Forming an evaluative response for live theatre

Pupils will learn

- In this lesson, students will develop written responses to the short extracts of theatre productions they have seen in this unit. Using specialist terminology, they will construct responses analysing and beginning to evaluate the work they have seen.

Essential additional subject-specific information

- Objective: for students to respond in writing to a play, with basic theatre terminology included. The lesson offers students the chance to respond to a play with personal views and feelings about plot, character and design skills.

Guidance warnings

- Physical activity required.
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Lesson
number

Lesson question

About the lesson

1.

Using a poem as a stimulus for devising

Pupils will learn

- In this lesson, students will be introduced to a stimulus for devising in the form of a poem. They will learn about narrative structures in tasks which will help them develop their own plotline in response to the stimulus.

Essential additional subject-specific information

- Objective: for students to develop ideas and scenarios which are original and show an awareness of drama forms. The lesson offers students the chance to create their own narrative from a stimulus of a poem.

Guidance warnings

- Physical activity required.

2.

Creating a character using devising techniques

Pupils will learn

- In this lesson, students will take one character from their plotline, exploring drama conventions to develop characters. They will write a monologue for their character and annotate this with ideas of how to perform it.

Essential additional subject-specific information

- Objective: for students to create characters with confidence, appropriate to the context of their narrative. The lesson offers students the chance to understand how to use more challenging conventions, to make meaning.

Guidance warnings

- Physical activity required.
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3.

Developing a devised performance

Pupils will learn

- In this lesson, students will develop their monologue for performance, adding in more advanced conventions and techniques. They will look at vocal and physical performance techniques and apply these to their performance, and if possible, ask someone to film them performing their monologue. They will watch their monologue back and evaluate their performance.

Essential additional subject-specific information

- Objective: for students to demonstrate the ability to present a character, with a growing 'toolbox' of physical and vocal skills. The offers students the chance to evaluate the effectiveness of their own presentation and performance skills, suggesting improvements.

Guidance warnings

- Physical activity required.
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Lesson
number

Lesson question

About the lesson

1.

What has happened? Using Narration to make a story

Pupils will learn

- In this lesson, students will respond imaginatively to stimulus, and consider some basic set design They will devise original still images in sequence, using the key features of still images. Students will understand narration as a technique and experiment with narration and movement together.

Essential additional subject-specific information

- Objective: for students to respond imaginatively to stimulus and use narration to develop possible plot lines.

Guidance warnings

- Physical activity required.

2. Finding out more - Using Hot-Seating and Forum Theatre

Pupils will learn

- In this lesson, students will use imagination to consider potential plot lines and characters. They will generate questions that could be used in a hot-seating activity. They will learn some features of Forum Theatre and apply knowledge to their own plot and character ideas.

Essential additional subject-specific information

- Objective: for students to understand what we mean by Forum Theatre and experiment with alternative versions of the same scene.

Guidance warnings

- Physical activity required.
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3. Who Cares? by Matt Woodhead (part 1)

Pupils will learn

- In this lesson, students will be introduced to the text by reading scenes, creating original images from key points in the story, and creating roles on the wall for key characters.

Essential additional subject-specific information

- Objective: for students to recall key facts from the text.

Guidance warnings

- Physical activity required.
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4.

Who Cares? by Matt Woodhead (part 2) Pupils will learn

- In this lesson, students will learn how to lay out a script on paper, including acts/scenes, scene settings and stage directions. Students will write original dialogue using 'Who Cares?' as a stimulus / inspiration.

Essential additional subject-specific information

- Objective: to learn the key features of script layout by writing an original dialogue.

Guidance warnings

- Physical activity required.
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Lesson
number

Lesson question

About the lesson

1.

Shakespeare's use of language

Pupils will learn

- A chance to learn and act out Orsino's Heart (If music be the food of love) monologue. Students will have the opportunity to learn and perform a short monologue from Twelfth Night. Introduction to the play and the characters; memorization tips; iambic pentameter, imagery and rhythm in Shakespeare's language.

Essential additional subject-specific information

- Objective: to begin to master the use of iambic pentameter, imagery and rhythm in Shakespeare's language. In depth work on a short monologue.

Guidance warnings

- Physical activity required.

2. How to speak Shakespeare

Pupils will learn

- How Shakespeare uses comedy of mistaken identity to shape Twelfth Night. Memorization tips to help learn and act out Viola's plan.

Essential additional subject-specific information

- Objective: to learn and perform an extract of Shakespeare with a nuanced understanding of how to use voice and movement to communicate comedy clearly to the audience.

Guidance warnings

- Physical activity required.



3. Performing tragedy: Malvolio's revenge

Pupils will learn

- An introduction to Malvolio's Plot and an opportunity to learn and act out Malvolio's Speech, reading the letter. The balance of comedy and tragedy at the end of the play

Essential additional subject-specific information

- Objective: to learn and perform an extract of Shakespeare with a nuanced understanding of how to use voice and movement to communicate tragedy clearly to the audience.

Guidance warnings

- Physical activity required.
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Lesson
number

Lesson question

About the lesson

1.

Use of posture, stance and space in performance

Pupils will learn

- In this lesson, students will watch a theatre clip to analyse how it is used in a real performance. Read monologue / scene and demonstrate a few lines for annotation for body language, posture, stance and use of space. Act monologue / scene out focusing on use of body language, posture, stance, and space to communicate meaning to the audience.

Essential additional subject-specific information

- Objective: to analyse and evaluate how we, and professional actors, use posture, stance and space to communicate their character to an audience. Students will have the opportunity to demonstrate their ability to present a range of characters, with a growing 'toolbox' of physical and vocal skills.

Guidance warnings

- Physical activity required.

2.

Use of Pace, Pause and Tone in performance

Pupils will learn

- In this lesson, students will watch a theatre clip to analyse how it is used in a real performance. Read a monologue / scene. Demonstrate a few lines for annotation for pace, pause and tone. Act monologue / scene out focusing on use of voice to communicate meaning to the audience.

Essential additional subject-specific information

- Objective: to analyse and evaluate how we, and professional actors, use pace, pause and tone to communicate their character to an audience. Students will have the opportunity to demonstrate their ability to present a range of characters, with a growing 'toolbox' of physical and vocal skills.

Guidance warnings

- Physical activity required.
-



3.

Use of gesture and mannerisms in performance

Pupils will learn

- In this lesson, students will watch a theatre clip to analyse how it is used in a real performance. Read monologue / scene. Demonstrate a few lines for annotation for gestures and mannerisms. Act monologue / scene out focusing on gestures and mannerisms to communicate meaning to the audience.

Essential additional subject-specific information

- Objective: to analyse and evaluate how we, and professional actors, use gesture and mannerisms to communicate their character to an audience. Students will have the opportunity to demonstrate their ability to present a range of characters, with a growing 'toolbox' of physical and vocal skills.

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Introduction to analysing acting skills

Pupils will learn

- In this lesson, students will watch a short extract from a theatre production and begin to develop a personal response. Developing their understanding of how to analyse, they will comment on the choices made by the performer.

Essential additional subject-specific information

- Objective: for students to respond to a play showing some ability to analyse. It offers students the chance to understand and make comments about plot and character in a play or scenario and consider alternatives or improvements.

Guidance warnings

- Physical activity required.
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2.

Developing responses: writing about acting

Pupils will learn

- In this lesson, students will learn about different forms of theatre reviews and compare the style of writing across different platforms - such as Twitter, blogs, podcasts, and web articles. They will explore their own responses to a piece of performance and plan an analytical piece of writing in a social media format.

Essential additional subject-specific information

- Objective: to use different forms to respond in writing to a play, with some specific theatre terminology included. It offers students the chance to respond with some insight into different genres, showing an understanding of the playwright's intentions.

Guidance warnings

- Physical activity required.
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3.

Writing a review

Pupils will learn

- In this lesson, students will watch a short extract from a theatre production and plan and produce a written response, consolidating the skills they have developed in this unit. Their response will describe, analyse and begin to evaluate the success of a piece of performance, which they should then self-assess and try to improve.

Essential additional subject-specific information

- Objective: to use different forms to respond in writing to a play, with some specific theatre terminology included. It offers students the chance to evaluate the effectiveness of their written and presentation skills, suggesting improvements.

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Characterisation

Pupils will learn

- This lesson explains more about characterisation, given circumstance, interpretation and motivation. Read monologue and demonstrate a few lines for annotation for given circumstance and interpretation. A chance to reflect on a character's motivation and initial thoughts on acting the monologue out.

Essential additional subject-specific information

- Objective: to understand the process of characterisation when creating a strong and believable character. Students will have the opportunity to learn and apply the key terminology of given circumstance, interpretation and motivation, to bring to life the character in a script. Students will add more terminology to their growing 'toolbox' of physical and vocal skills.

Guidance warnings

- Physical activity required.

2.

Pace, pause and tone

Pupils will learn

- Read monologue / scene and explore the given circumstance, interpretation and motivation of the character in the scene. Demonstrate a few lines for annotation for eye contact, proxemics and movement. Act monologue / scene out focusing on use of movement to communicate meaning to the audience.

Essential additional subject-specific information

- Objective: to understand how, as actors, we can use eye contact, proxemics and movement to bring a character from a script to life and successfully communicate their character to an audience. Students will have the opportunity to add more terminology to their growing 'toolbox' of physical and vocal skills.

Guidance warnings

- Physical activity required.
-



3.

Eye contact, proxemics and movement

Pupils will learn

- Read monologue / scene and reflect on the given circumstance, interpretation and motivation of the character in the scene. Demonstrate a few lines for annotation for voice and movement. Act monologue / scene out focusing using both voice and movement, as well as the whole space that the stage has to offer.

Essential additional subject-specific information

- Objective: to understand how, as actors, we can combine the use of eye contact, proxemics and movement and blocking on a stage to bring a character from a script to life and successfully communicate their character to an audience. Students will have the opportunity to add more terminology to their growing 'toolbox' of physical and vocal skills.

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Naturalism

Pupils will learn

- In this lesson students, will be introduced to the genre of Naturalism. Students will explore the genre and learn about the basic ideas of how it works. Students will then create a directorial vision for a performance using Naturalism.

Guidance warnings

- Physical activity required.

2.

Epic Theatre

Pupils will learn

- In this lesson, students will be introduced to the genre of Epic Theatre. Students will explore the genre and learn about the basic ideas of how it works. Students will then create a directorial vision for a performance using Epic Theatre.

Guidance warnings

- Physical activity required.

3.

Abstract Theatre

Pupils will learn

- In this lesson, students will be introduced to the genre of Abstract Theatre. Students will explore the genre and learn about the basic ideas of how it works. Students will then create a directorial vision for a performance using Abstract Theatre.

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Introduction to verbatim theatre

Pupils will learn

- In this lesson, students will learn about verbatim theatre / documentary theatre by watching videos and reading scripts They will create a mini verbatim piece using messages or emails from their phone.

Essential additional subject-specific information

- Objective: to learn about verbatim theatre and how this fits into the broader frame of documentary theatre.

Guidance warnings

- Physical activity required.
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2.

In their own words': using interviews to devise monologue

Pupils will learn

- In this lesson, students will recap about verbatim theatre / documentary theatre. Students apply this knowledge gathering 'found' text from news reports and devising movements in response. They will create still images and headlines.

Essential additional subject-specific information

- Objective: for students to understand what we mean by verbatim theatre and experiment with various found texts as stimulus.

Guidance warnings

- Physical activity required.



3.

My Story - Making Autobiographical Drama

Pupils will learn

- In this lesson, students will introduce a narrator into their verbatim story work . They will learn some different functions as a narrator and apply them to their own writing.

Essential additional subject-specific information

- Objective: for students to learn about and practise some different functions as a narrator.

Guidance warnings

- Physical activity required.
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Lesson number	Lesson question	About the lesson
1.	Exploring and understanding context: Refugee Boy	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will start to explore a play, Refugee Boy, adapted by Lemn Sissay from Benjamin Zephaniah's novel. We will learn about the context surrounding the novel, and be introduced to the main character, Alem Kelo. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.
2.	Developing character interpretations and using subtext: Refugee Boy	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn what a character interpretation is, and we will interpret some of the characters from the play, and learn how to use motivation and subtext to develop a character. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.

3.

Design concepts and directing: Refugee Boy

Pupils will learn

- In this lesson, we will focus on designing and directing the play. We will learn some design terminology, and apply this to some key scenes, and consider what a director needs to think about.

Guidance warnings

- Physical activity required.
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Lesson
number

Lesson question

About the lesson

1.

Evaluating stagecraft - use of space and technical elements

Pupils will learn

- In this lesson, students will watch a short extract from a theatre production and construct an analytical response, considering the style and genre as well as the performers' use of acting skills. It offers students the chance to demonstrate an awareness of a range of genres and styles of performance and respond with initiative.

Essential additional subject-specific information

- Objective: for students to show insights into plot, character and dialogue in a play or scenario and evaluate how and why it was constructed in this way.

Guidance warnings

- Physical activity required.

2.

Evaluating stagecraft - contemporary interpretations

Pupils will learn

- In this lesson, students will watch a short extract from a theatre production and consider the use of design skills, learning about the theatre makers' aims and intentions and how designers respond to these. It offers students the chance to make original responses to a play, using analysis effectively to consider its various elements.

Essential additional subject-specific information

- Objective: for students to demonstrate a confident understanding of a range of creative and technical roles in the professional theatre, showing a secure awareness of the responsibilities involved.

Guidance warnings

- Physical activity required.
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3.

Evaluating stagecraft - ensemble acting **Pupils will learn**



- In this lesson, students will watch a further short extract from a theatre production and analyse multiple aspects of the stagecraft - such as the performances, direction, use of space and design elements. They will develop a holistic analytical response, developing knowledge of how to evaluate and form a summative response.

Essential additional subject-specific information

- Objective: for students to demonstrate an awareness of a range of genres and styles of performance and respond with some initiative. It offers students the chance to use a range of styles and forms to respond in writing to a play, with a range of theatre terminology included.

Guidance warnings

- Physical activity required.
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4.

Evaluating stagecraft - special effects

Pupils will learn

- In this lesson, students will plan and produce a longer piece of writing in response to a short extract of theatre. They will consider the aims of the theatre makers, and their own response as an audience member as they describe, analyse and evaluate the features seen. They will then critique their own approach and look for what could have been improved.

Essential additional subject-specific information

- Objective: for students to use a range of styles and forms to respond in writing to a play, with a range of theatre terminology included. It offers students the chance to show the ability to respond to one's own written skills with originality and insight and make informed comments about how to improve their work.

Guidance warnings

- Physical activity required.
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Lesson number	Lesson question	About the lesson
1.	The role of the director	<p>Pupils will learn</p> <ul style="list-style-type: none">• Understanding the role of the Director and their vision. An explanation of the importance of understanding context. Exploring the context using an example of Directing activity. Careers information. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.
2.	The role of the set designer	<p>Pupils will learn</p> <ul style="list-style-type: none">• Exploring the role of the Set Designer and Key information about Set Design. How to interpret the directors' vision. Explanation of Set Design activity and some career information. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.



3. The role of the lighting designer

Pupils will learn

- The role of the Lighting Designer will be introduced. Key information about Lighting Design and Interpreting the directors' vision. Lighting Design activity and career information.

Guidance warnings

- Physical activity required.
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4. The role of the costume designer

Pupils will learn

- Investigation into the role of the Costume Designer with key information about Costume Design. How to interpret the directors' vision through Costume Design activity. Careers information.

Guidance warnings

- Physical activity required.
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5. The role of the Sound Designer

Pupils will learn

- An investigation of the role of the Sound Designer with Key information about Sound Design. How to interpret the directors' vision through Sound Design activity. Careers information.

Guidance warnings

- Physical activity required.
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Lesson number	Lesson question	About the lesson
1.	What is commedia dell'arte?	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be exploring what commedia dell'arte is, where it came from, and how it is different from other styles of theatre. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.
2.	Using mime in commedia	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will be experimenting with the commedia style through the use of mime and physicality. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.
3.	Speaking through Commedia	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will begin exploring the use of language and speech in Commedia dell'Arte. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.



4. Stock characters and masks - Part 1

Pupils will learn

- In this lesson, we will begin exploring the stock characters and the masks that form the basis of who they are.

Guidance warnings

- Physical activity required.
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5. Stock characters and masks - Part 2

Pupils will learn

- In this lesson, we will continue exploring the stock characters and the masks that form the basis of who they are.

Guidance warnings

- Physical activity required.
-

6. Applying commedia to a scene

Pupils will learn

- In this lesson, we will combine our prior knowledge of character, through the commedia style.

Guidance warnings

- Physical activity required.
-



Lesson
number

Lesson question

About the lesson

1.

A person and a tree (part 1)

Pupils will learn

- In this lesson we will be exploring what Commedia dell'Arte is and where it came from, and how it is different from other styles of theatre.

Essential additional subject-specific information

- Objective: to demonstrate the ability to use exaggeration and gesture in performance with some confidence.

Guidance warnings

- Physical activity required.
-

2. A person and a tree (part 2)

Pupils will learn

- In this lesson we will be experimenting with the Commedia style through the use of mime and physicality.

Essential additional subject-specific information

- Objective: to develop the use of exaggeration into movement sequences. Demonstrate how to make meaning for an audience.

Guidance warnings

- Physical activity required.
-

3. A person and a place (part 1)

Pupils will learn

- In this lesson we will begin exploring the use of language and speech in Commedia dell'Arte.

Essential additional subject-specific information

- Objective: to develop the work done so far to include the use of voice, gesture and movement.

Guidance warnings

- Physical activity required.
-



4.

A person and a place (part 2)

Pupils will learn

- In this lesson we will begin exploring the stock characters and the masks that form the basis of who they are.

Essential additional subject-specific information

- Objective: to bring theory to practice in developing particular characters through exaggerated action.

Guidance warnings

- Physical activity required.
-

5.

A person and a choice (part 1)

Pupils will learn

- In this lesson we will continue exploring the stock characters and the masks that form the basis of who they are.

Essential additional subject-specific information

- Objective: to bring theory to practice in developing particular characters through exaggerated action with increasing sophistication.

Guidance warnings

- Physical activity required.
-



6.

A person and a choice (part 2)

Pupils will learn

- In this lesson we will combine our prior knowledge of character, through the Commedia style.

Essential additional subject-specific information

- Objective: to demonstrate a sound understanding of all aspects of movement, gesture and vocal skills to develop a short scene.

Guidance warnings

- Physical activity required.
-



4. Learn More



Contents

Section number	Section heading
1.	Introduction to Oak's key stage 3 drama curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil motivation and engagement
7.	How will pupils make progress?
8.	Suggested sequence across the three strands

1. Introduction to Oak's key stage 3 drama curriculum

Drama is an artistic and culturally exciting way of understanding humanity in which learners explore big questions of our lives, in active ways, such as identity, justice, human behaviour, history, global issues and how personal stories intertwine with



national and international narratives. Drama can support our children to have vital skills in their adult lives such as collaboration, problem-solving, creativity, empathy, tolerance, confidence and enhanced communication and listening skills. Drama helps learners express themselves, think imaginatively and question the way things are. Drama enables students to learn comprehensively through creative meaning-making, literacy and critical thinking skills. Theatre as an art form embraces technical and intellectual skills of acting, using voice, body, space and interaction. The most significant aspect of drama in schools is the ability of young people to see the world from someone else's point of view, to 'step into their shoes' and empathise with their situation. This can be through exploring texts, performing, or taking part in improvisation.

Our drama curriculum aims to equip pupils with the knowledge and skills that will enable them to:

- Use role-play, drama and theatre techniques to help pupils to identify with and explore characters, issues, dilemmas, situations and events;
- Respond dramatically and critically to performances, scripts and stories;
- Use drama techniques to stimulate and develop creative and critical thinking skills and to help pupils order their ideas and present them, through drama and theatre forms;
- Gain confidence in using language in a variety of imagined contexts and situations, sometimes for imagined audiences and purposes, including through solo performance and presentation;
- Use performance and role-play in ways that give opportunities for talking and writing purposefully in role, for imagined audiences and readers;
- Gain knowledge, skills and understanding associated with the artistic practice of theatre and stagecraft;
- Respond critically and creatively to a diverse range of texts, showing increasing understanding of stagecraft elements.

2. Coherence and flexibility

Drama is not a discrete national curriculum subject at KS1, 2 and 3, (as it is positioned within English). Beyond KS3, Drama has discrete subject status. The subject matter of Drama at KS3 makes use of working in role, using drama strategies, and exploring theatre form to bring topical and controversial issues and debates to life in a safe and distanced way. Working 'in role' (being a character and viewing the world from another person's point of view), provides safe distance for pupils during a drama that is dealing with controversial issues. This involves developing skills to explore, discuss and critically evaluate issues and debates from different viewpoints, weigh evidence, form and justify a position.



No prior knowledge is assumed for the drama lessons at KS3. Stimuli are sometimes drawn from other curriculum areas, but the focus is on critical creative responses as well as subject knowledge. We aim to support schools by offering a broad range of drama knowledge, skills, techniques and strategies, which will complement and enrich the schools' own curriculum and provide them with an online drama offer that is flexible and relevant to their pupils. The lessons are arranged in thematic units of varying length. Each unit contains sequences of lessons that can be used in order or sometimes as stand-alone lessons. Various types of text are used in lessons, including a diverse range of playscripts and extracts of performance, but the lessons do not require the students to have any texts with them during the lesson. We aim to provide diversity and representation in choice of playwrights, performance and scripts. Drama and theatre are developed from a wide range of stimuli and lessons are social and interactive. The online lessons cannot assume that any other person is with the pupil during the lesson. Therefore, the lessons make some use of imagined 'others' being present, a technique that is often used in drama. Other techniques and strategies have also been necessarily adapted for solo drama.

3. Knowledge organisation

The drama curriculum at Key Stage 3 is based on a broad and balanced understanding of a range of drama and theatre knowledge, skills and experiences. We aim to cover the traditional tenets of theatre, stagecraft, playwrights and acting alongside drama for personal, creative and aesthetic development. Lessons incorporate an understanding of process drama and dramatic conventions. Collaborative group activity is central to the drama experience in schools, but online lessons make this impossible. Therefore, notions of group decision-making, problem-solving, devising, improvisation and collaborative activity must be creatively re-worked to enable an individual response.

We recognise that schools will operate in slightly different traditions of drama and theatre and will sometimes seek lessons which feature 'drama for learning' and at other times knowledge and understanding of theatre arts. We have organised the curriculum at KS3 into themes of 'creating and devising', 'presenting and performing' and 'understanding and appreciating.' These themes align with those used in many schools at key stage 3 and are also aligned to the GCSE Ofqual framework, with knowledge and understanding spanning all three of our strands. Units will inevitably contain elements of all three themes but they are grouped to indicate the main focus of the unit. Teachers should find sets of lessons that will both complement and also contrast their preferred methodologies, creating a very broad offering.

Within the three themes outlined above, there will be lessons which feature substantive concepts such as role, narrative, character, text and conventions. Disciplinary knowledge is introduced with increasing complexity. Theatre terminology introduced and developed at key stage 3. Lessons are designed as short units of up to five lessons but schools have flexibility to use units as they wish. A range of relevant skills will be incorporated within each themed unit.

4. Knowledge selection



Decisions about knowledge selection have been guided by:

- What is commonly being taught in schools already
- The guiding principles of the National Curriculum
- An understanding of the future demands of the GCSE curriculum
- A diverse range of high-quality texts, playscripts and resources that schools may be using already
- Available examples of live theatre, from a range of cultures and traditions
- Drama strategies, conventions and techniques, used pedagogically for learning and for making theatre
- Traditions in drama and theatre
- Ways of exploring, devising and presenting human experience in theatre form
- The importance of learning about different genres of performance, including sign, symbol, image, metaphor, stagecraft skills and significant theatre practitioners
- Consultation with secondary drama subject specialists
- An awareness of the demands and opportunities offered by the creative arts industries

The key stage 3 drama curriculum builds upon the work at key stages 1 and 2 which includes dramatic play, through exploring known stories and making new stories. At KS3 theatre skills and critical study of, and engagement with, a range of texts are significant.

5. Inclusive and ambitious

We want Oak's Drama lessons to support all pupils. The tasks are short and varied and can be successfully achieved by all pupils at their own level. Differentiation by outcome is built into the tasks, making them accessible and appealing to pupils of all abilities, cultures and backgrounds. The rich multicultural nature of the UK's communities has been considered when trying to make sure the scripts, stimuli and extracts of performance are properly representational. Many of the activities are

modelled supportively, rather than prescriptively, encouraging all students as makers, responders and sometimes performers of their own drama and the drama and theatre of others.



In drama knowledge is often attached to real world learning, with content being driven by real dilemmas and human behaviour.

6. Pupil motivation and engagement

Pupils will engage with the dramatic context and the thematic content of the lesson, through the teacher introducing (often in role), selected stimuli. Content is all age appropriate, emotionally-compelling and universally relevant. The pupils will be supported to engage cognitively and affectively, by listening to and watching a teacher in role or demonstrating skills and by working in role themselves. They will also be actively engaged in carrying out a range of age-appropriate drama and theatre strategies and activities, designed to help scaffold their thinking and deepen their understanding and knowledge of theatre and drama.

Drama and theatre make use of contrast and tension, to draw in participants. Involvement in drama is expected to be emotionally engaging but its content might sometimes be personally uncomfortable for some pupils. We hope to challenge young people and develop critical thinking skills, whilst at the same time offering protection into issues which might affect them at a personal level.

In a face-to-face teaching situation, the teacher has more opportunities to offer protection and will notice each child's responses, giving support and reassurance if necessary. This is clearly a challenge for online engagement, as the teacher cannot see how the lesson content is being emotionally received and responded to by the students. Teachers who select lessons will hopefully ensure that they are familiar with the content of the drama and will need to decide whether and when to discuss the lesson content with any vulnerable students.

During the online lessons, it is unlikely that any real, responsive co-participants are present (other than the presenter on screen). There is also no real audience present. Co-participants and audiences are highly motivating and imaginary co-participants and audiences are used in the lessons. Pupils might also choose to share their drama work and any performance involved, with someone afterwards, (optional).

7. How will pupils make progress?



It is not assumed that the children have any prior knowledge of drama or the subject matter of the lesson. The lessons will focus on exploring universal human issues, situations and events through real and imagined contexts and will develop the pupils' oracy, presentation and performance skills. Some lessons could lead to online research and writing 'in role' afterwards. Drama knowledge and understanding will be acquired and applied whilst gaining knowledge and developing skills, both in and out of role.

This curriculum is ambitious because it is designed to ensure that all students, regardless of background or dramatic knowledge and ability, will succeed. A balance has been struck between acquiring and using knowledge from other curriculum areas as the basis of drama and acquiring knowledge of drama itself, as a learning medium and as an art form. There is greater emphasis on theatre and playwrights at KS3 than earlier key stages. The lessons are age appropriate and the drama tasks become gradually more challenging in terms of their content and the drama challenges for the pupils.

Teachers will often use demonstrations to draw students into the activities. They might work 'in role' to elicit a response. They will frequently pause the lesson to give students thinking and responding time. Sometimes drama 'in role' tasks are suggested that pupils can choose to complete after the lesson. Sometimes they will be asked to come up with questions arising from the drama, which they might want to get answers to after the lesson.

This curriculum is challenging because it places pupils 'in role', using dramatic play and more refined drama skills, within unfamiliar, challenging contexts and situations. It provokes and scaffolds critical and creative thinking and response, through the use of drama strategies and conventions, and enables and supports pupils to produce their own creative outcomes, which can then be shared with others.

Key Stage 3 drama is freestanding and does not rely on work that may have been done at KS2. This curriculum exists as a broad and engaging offering without reliance on what happens before or afterwards. However, progression from KS3 to KS4 in drama and theatre is important and has been taken into consideration by the writing team, who all have an excellent understanding of how the skills and knowledge acquired will equip students effectively who wish to pursue Drama at GCSE.

8. Suggested sequence across the three strands

The following sequence shows how units can be organised and taught within our three drama curriculum strands. When deciding which units to teach, we recommend that you sequence units according to their place in each strand.

Year	Strand 1: Devising and	Strand 2: Presenting and	Strand 3: Understanding and
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	Creating	Performing	Appreciating
7	Devising from an image: narrative approaches	Acting Shakespeare: Monologues from Midsummer Night's Dream	Live theatre responses: becoming a critic
7	Waiting: An introduction to drama conventions	Practising physical and vocal skills	N/A
8	Narrative structures using poetry: developing monologues	Acting Shakespeare: Twelfth Night	Live theatre responses: Using social media
8	Who cares?: A devising unit	Posture, gesture and voice in performance	Approaching text: Bringing it to life
8	Using drama conventions in issue-based drama	N/A	N/A
9	The journey: A verbatim project	One text: Different approaches	Live performance responses: evaluating stagecraft
9	N/A	Commedia dell'arte: An introduction	Understanding the roles and responsibilities of the creative team
9	N/A	N/A	Study of texts in contemporary cultural contexts