

Year 8 Drama - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale

To enable students to use voice, movement, gesture and facial expression in a positive and confident manner. Through the methods of improvisation, acting, mime and physical theatre, supported by a range of drama strategies, pupils will develop personal and social skills, and grow in insight and understanding.

Curriculum Content

Unit 1: Role and Dramatic Tension
Unit 2: Focus, Place and Space, Time, Language
Unit 3: Movement and dramatic terminology
Unit 4: Melodrama
Unit 5: Possibilities of a play-text.

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
Creating	<ul style="list-style-type: none"> • Can respond to a variety of stimulus material, including playscripts, artefacts, objects and images. • Can suggest how to present ideas in drama through experimenting with others. • Can structure simple scenes independently making use of dialogue in the text and improvising on their own. • Can select and use props and resources to represent particular meaning. 	<ul style="list-style-type: none"> • Can explore and research factual contexts for drama, sharing findings and discussing possible ideas for the drama. • Can develop each others' ideas when devising work based on scenes from novels, poems or plays. • Can devise simple scripts through improvisation, understanding the use of stage directions and drama conventions. • Can experiment with the elements of drama when developing work and is able to give and receive direction. 	<ul style="list-style-type: none"> • Can experiment with ways that feelings and responses can be presented in drama in response to a wide range of texts. • Can challenge the ideas of others sensitively, contribute appropriately and extend those of others. • Can make an effective contribution to the writing of an imaginative short script as part of a group • Can work in a variety of small groups showing understanding of how dramatic signs and symbols can be used to communicate meaning. 	<ul style="list-style-type: none"> • Can research the psychology and context of the characters and experiment with how these can be realised/visualised in performance. • Can solve problems in the devising process by offering solutions which demonstrate awareness of the skills of the groups. • Can explore and use a range of genres, forms and styles in shaping their ideas for producing devised work. • Can independently make increasing use of using different techniques, skills, concepts and conventions when devising or interpreting and directing plays.

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Responding	<ul style="list-style-type: none"> • Can use simple drama terms when talking about drama in which they have taken part or that they have seen. • Can express and describe their feelings in response to the drama. • Can recognise key moments in the drama and be able to say why they used a particular voice or movement in interpreting character. • Can talk about dramas they have seen and make simple connections with situations in their own lives. 	<ul style="list-style-type: none"> • Can use basic drama vocabulary to write a response to a drama performance. • Will be prepared to accept the comments and ideas of others following a performance and use this to develop their work. • Can connect the drama with other ways that the issue, theme or story could be explored in other art forms. • Can recognise particular forms of cultural expression in drama. 	<ul style="list-style-type: none"> • Can talk about the ways in which the drama did or did not engage the feelings and thinking of those watching. • During the devising process, can reflect on work and use responses to develop it further. • Can reflect on whether the effects used were pertinent for the content of the drama. • Can explain the characteristics of different types of drama. 	<ul style="list-style-type: none"> • Can write insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres, styles and traditions that they see. • Can use set criteria to evaluate their contribution to a group performance, including the whole rehearsal process. • Can discuss and as a critic, evaluate whether the interpretation of play in performances was appropriate for the content presented. • Can talk about a wide range of theatre, showing good knowledge that supports what they say.
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Performing	<ul style="list-style-type: none"> • Can take part in small group and whole class dramas. • Can adopt a role and be able to answer questions in role. • Can use space, sound and movement which is appropriate for the drama. • Can present their own stories using more than one form of drama. 	<ul style="list-style-type: none"> • Can work supportively and cooperatively with others in a performance for a public audience. • Can communicate through the use of words, movement and gesture. • Can show understanding of theatrical effects. • Can perform drama that demonstrates understanding of the text used and begin to understand that form conveys content. 	<ul style="list-style-type: none"> • Can contribute to the performance of a unified piece of work showing commitment to 'role' or character. • Can communicate convincing character through the effective use of spoken words, movement and gesture in a short scripted play by a professional playwright. • Can apply different ideas to communicate mood and atmosphere in devised or scripted drama performances. • Can communicate the intentions of the playwright through effective use of timing, space and language. 	<ul style="list-style-type: none"> • Can participate effectively as part of an ensemble in a variety of plays produced independently, reproducing the performance with good controls and an ability to think on feet when needed. • Can demonstrate excellent understanding of dramatic effect in a range of performances, producing work which engages the audience throughout the performance. • Can use the expressive potential of the elements of drama in communicating meaning of a range of texts. • Can perform drama which demonstrates insight, originality and inspiration in interpretation to the audience.
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With reference to Marigold Ashwell 6/00