

# KS3 Website Curriculum Overview 21/22



|        | AUT 1  | AUT 2 | SPR 1  | SPR 2 | SUM 1   | SUM 2 |
|--------|--|-------|--|-------|---|-------|
| Year 7 | <p><b>Pantomime</b></p> <p>Students will be introduced to drama at Harrogate High School by learning that all drama is about communicating with the audience. They will understand that we can communicate verbally and non verbally.</p> <p>Students will learn about the key features of a Pantomime performance such as slapstick comedy, music, happy endings and the use of fairy tales. They will understand about the stock characters used – the villain, the principal boy, the silly billy, princesses and the dame.</p> <p>They will learn about the exaggerated style of acting used and will take part in a class based performance of a pantomime.</p> |       | <p><b>Lark</b></p> <p>Through practical tasks students will explore the story of Lark, which is the Year 7 DEAR text. They will understand what freeze frames are and how they can be used to bring the audiences attention to important moments. They will be given a short extract from the book which they will rehearse in groups ready for a class performance. They will demonstrate a growing ability to use their verbal and non verbal communication skills to communicate with the audience. They will understand what is meant by artistic intentions and set their own intentions for their scene. Once they have performed their extract they will then use feedback from their peers to evaluate whether or not their intentions were realised in performance.</p> |       | <p><b>The Tempest</b></p> <p>Students will compliment their study of The Tempest in English by focusing on certain moments in the script. They will understand how to boil down a story to its key moments and show these in a series of freeze frames. They will study the scene with the storm and use their physical skills to portray the storm through actions. They will study what is meant by tone and explore how a change on tone can express emotions. They will explore how the character Calliban is portrayed and design a costume based on their ideas of the character form the script. They will perform a short scene from The Tempest demonstrating the use of the verbal and non verbal skills they have studied so far and perform this to the class. They will use the techniques from the last unit of deciding on artistic intentions and demonstrate these in performance. They will take part in coaching sessions where we look at the use of Shakespeares language and how to perform it effectively.</p> |       |
| Year 8 | <p><b>Verbatim Theatre</b></p> <p>After recapping the verbal and non verbal communication skills they have learnt so far students will learn about the power of using real peoples experiences to create theatre. They will look at examples of how verbatim theatre has been used by the National Theatre. They will understand the key features of verbatim theatre and create their own short piece of theatre based on the words of someone else.</p>  |       | <p><b>Improvisation</b></p> <p>Students will now demonstrate mastery in the verbal and nonverbal communication skills they have learnt so far through practical tasks showing a growing clarity in their communication. They will explore the use of spontaneous and prepared improvisation techniques to generate new ideas, self-evaluating what techniques they can use in future. They will explore the concept of given circumstances and prepare a short scene using a set of given circumstances as their starting point.</p>   |       | <p><b>Chicken!</b></p> <p>Students will study the Theatre In Education piece Chicken! By Mark Wheeler. They will understand the key features of Theatre In Education, analyse the full play and the writers intentions and then using this knowledge they will perform a section to the class ensuring they have used the Theatre In Education key features and style. They will evaluate the use of Theatre In Education in society.</p>   |       |

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| <b>Year 9</b> | <b>History of Theatre</b><br><br>Students will study six styles of theatre from history – Greek Theatre, Mystery Plays, Elizabethan Theatre, Melodrama, Epic Theatre and Physical Theatre.<br>For each style they will study the main features and take part in practical tasks that demonstrate these. They will understand how theatre has changed and developed over time and the social and historical factors that contributed to these styles becoming popular. | <b>Stanislavski</b><br><br>Students will study the theatre practitioner Stanislavski. They will practically explore his method for training actors understanding his concepts such as belief, emotion memory and off text improvisation. They will understand what Naturalistic theatre is and its place in the theatre canon. They will look at examples of Naturalistic performances as well as contrasting it to Melodrama.<br>They will study Stanislavski's influences, creative outcomes and purpose. | 1984<br><br>Students will study the play version of the book 1984, which is the Year 9 DEAR text. They will study the main themes and explore these through practical tasks drawing on their devising skills. They will discuss whether or not these themes are still relevant today. They will select their own piece of script to prepare for performance. They will use all their prior knowledge of communication and performance skills in their final class performance. |