
Drama KS3 Course Overview

Years 7-9, 2010-2011

Teacher: Miss Goldthorpe

Introduction

This document sets out the Drama curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Solve problems with **creativity, innovation** and **critical analysis**;
- Be encouraged act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.

Drama Vision

Drama is an **exciting, experimental** and **inspirational** subject and every student is exposed to the **innovative** and **dynamic** world drama creates in their lessons.

The lessons are **skills based** and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers.
- The opportunity to develop and demonstrate competence in a range of performance skills
- The opportunity to learn about the history of Drama and utilise this knowledge within their performance work.

The lessons, in addition are focused on the **communicative skills** that they help the students to develop as a basis for their future role as active citizens in employment and society. These qualities are supportive of the ICHK school mission and vision, including:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Developing self expression and sparking creativity
- Enhancing the skills of analysis, reflection, reasoning, enquiry and evaluation.

Structure

In each lesson the students:

Make drama

The students formulate ideas through effective **communicative skills** as discussed above. In their assessment they are marked on their **making skills**.

Perform drama

The students use a range of different **drama skills** to structure **themes, issues and ideas** in their drama as discussed above. These skills include: still image, thought tracking, narration, exaggeration, mime, hot

seating, slow motion, marking the moment, synchronised movement, flashbacks, flash-forwards, cross cutting and choral speaking.

As they perform their drama they consider how effectively they can perform using:

- Their use of body movement
- Their use of facial expression
- Their use of voice
- Their use of space
- Their use of eye contact

The students are marked on their **performance skills** in their assessment.

The students' **method of presentation** ranges in:

- Small and large group discussion
- Pair work
- Individual work
- Small and large group performance
- Individual written work
- Group written work

Evaluate Drama

The students reflect on their work each lesson. They consider their **strengths and areas for development** and consider how they can improve their **making and performing skills**. The students are marked on their **evaluative skills** in their assessment.

Below are the **schemes of work for each year group**. These are subject to change to suit student requirements and abilities. These schemes of work have lesson plans, resources and assessment materials that are available for viewing.

Term	Year 7	Year 8	Year 9
Autumn term Sept-Oct (8 weeks)	Intro to Drama	Where theatre began	Life in a TV series
	The party	Haiti	September 11th
Oct- Dec (8 weeks)	Silent movies	Haiti	September 11th
	Extra skills	Pantomime	Beijing Opera
Spring term Jan (4 weeks)	It's haunted!	Physical theatre	Shaking up Shakespeare
Feb- April (11 weeks)	The disappearance	Blood Brothers	Hostages
	Island adventure	Who did it?	Missing
	Bali bombings	Who did it?	Missing
	It's a big wide world	Othello	I believe: Public speaking
May- June (7 weeks)	Storytelling	Dragon's Den	The Apprentice
	Make me a star!	Masks	Music to create

Assessments

Progression concerns the development of each individual student. Progression implies that the activities that the students have taken part in has resulted in a development in their understanding and demonstration of

the knowledge in group discussion, practical performance and written tasks. The department is committed to spiraling work to ensure that students are constantly reusing prior understanding to develop more advanced learning.

Each week the teacher can monitor the progress of the individual student through:

- Their response levels in the group **discussions**
- Their own individual/pair/group work as they **make** their drama
- Their **performance work**
- Their **evaluative** comments
- Their twice-weekly **written homework** in their drama development log

The teacher is looking for a development in their understanding of the key **skills** within **verbal responses, making, performing and evaluation work**.

At the end of each scheme of work (approximately once per month) the students are assessed by their teacher using the following four-stage process:

- ✓ **Teacher assessment:** Drama progression chart (Making, performing and evaluating)
- ✓ **Peer assessment:** Peer evaluation sheet
- ✓ **Written assessment sheet**
- ✓ **Student target sheets**

Teacher assessment: Drama progression chart

The students each have a copy of the **drama progression chart** to monitor their progress. The Drama progression chart is based on the set of level descriptors taken from; Andy Kempe's "Progression in Secondary Drama", Arts Council England Drama in Schools; second edition; the DFES Key Stage Three Drama Objectives Bank and are reflective of the demands of the Key Stage Four and Five Curriculum.

Differentiation

Throughout the Drama course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, whilst providing appropriate challenge. Some of the ways in which this will be achieved are:

The more able students:

In group discussion

- They are driven to lead group discussion where possible
- The more complex and advanced questions are aimed towards them
- There is a selection of questions that may be asked during the lesson or in the plenary that are scaled according to ability. Question 1 for all, question 2 for the average ability student and question 3 for the more able student.
- They are asked each week to recap on what the class did last lesson to stimulate learning for others
- They are encouraged to use complex vocabulary where possible
- They are encouraged to display a detailed thought process behind their answers and fully expand on their answers

In group work

- They are sometimes streamed into a group to ensure that they can excel and work with peers of a similar ability level.
- They are sometimes in mixed groups to ensure they have to 'push' themselves to develop sophisticated drama and at the same time encapsulate all the other group members into the work
- They are provided with a more specific focus within their work
- They will be given extra skills to include to develop their work
- They will be asked to extend an idea where appropriate
- Their individual work is developed by teacher feedback and suggestions

In performance work

- They will offer performance work to the group as an example of how to apply the skills successfully. This work will be used as an example to the less able students to forward their work further.
- Their performance work is developed by teacher feedback and suggestions

Drama development log homework

- Their drama development log should be completed with a high degree of detail. They are asked to give more examples than most and ensure those answers are fully justified and extended
- They are asked to read their drama development log to offer exemplar work to the class
- Written work is developed by teacher feedback and suggestions

The less able students**In group discussion**

- They are driven to listen closely in group discussion
- The less advanced questions will be aimed towards them
- They are driven to include themselves in group discussion through teacher suggestions
- There are a selection of questions that may be asked during the lesson or in the plenary that are scaled according to ability. Question 1 for all, question 2 for the average ability student and question 3 for the more able student

In group work

- Practical tasks can be broken down/reduced for lower ability classes just as they can for lower ability groups. Instead of focusing on two skills they may just be asked to focus on just one. If they have been asked to create three scenes - they may have this reduced to two.
- Group sizes can be reduced to monitor learning of individuals more closely
- They can watch stronger students work as a replica for their own work throughout rehearsal
- They are driven to include themselves in group practical work through teacher suggestions and monitoring
- Group work is developed by teacher feedback and suggestions

In performance work

- They are able to watch stronger ability students, analysing the way they apply their skills, before performing their own work
- Performance work is developed by teacher feedback and suggestions

Drama development log homework

- Assessment sheets are differentiated to ensure that the lower ability students can access the questions
- They can read more able students' drama development logs to guide them towards better understanding
- They are offered catch up sessions to consolidate and clarify learning

Differentiation through Resources

Objectives and key words are displayed on the board throughout the lesson as a reference point to students.

Differentiation through Support

Individual students may receive additional teaching assistance as specified in their IEP. Students will also be supported by the class teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information). Teacher examples are always offered to assist the less able throughout the lesson.

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and projects. However, some activities will need to be adjusted to ensure they are accessible to those students

who are not working at the expected level for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

Main Resource Requirements

- Year 8: Blood Brothers By Willy Russell
- Year 9: Missing by Mark Wheeler

Links to Relevant Syllabus and Curriculum Documents

- [Drama Objectives Bank for Key Stage 3](#)
- [GCSE Drama](#)

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy

Calendar

Term 1	Term 2	Term 3
<p>Year 7: Into to Drama (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 7: The Party (Wk 8) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Where theatre began (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Haiti <u>No assessment until next half term</u></p> <p>Year 9: Life in a TV series (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: September 11th <u>No assessment until next half term</u></p>	<p>Year 7: It's haunted (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Physical theatre (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: Shaking up Shakespeare (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p style="text-align: center;">Chinese New Year</p> <p>Year 7: The Disappearance (Wk 3) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 7: Island adventures (Wk 6) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 7: It's a big wide world (Wk 9) <u>Assessment 3</u> Group performance, individually marked with individual written assessment</p>	<p>Year 7: Storytelling (Wk 3) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 7: Make me a star! (Wk 7) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Dragon's Den (Wk 3) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Masks (Wk 7) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: The apprentice (Wk 3) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: Music to create (Wk 7) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p>
Mid Term Break		Summer Holidays

Term 1	Term 2	Term 3
<p>Year 7: Silent movies (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 7: Extra skills (Wk 8) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Haiti (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Pantomime (Wk 8) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: September 11th (Wk 4) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: Beijing Opera (Wk 8) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p>	<p>Year 7: Bali bombings (Wk 11) <u>Assessment 4</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Blood Brothers (Wk 3) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Who did it? (Wk 10) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 8: Othello (Wk 11) <u>Assessment 3</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: Hostages (Wk 3) <u>Assessment 1</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: Missing (Wk 10) <u>Assessment 2</u> Group performance, individually marked with individual written assessment</p> <p>Year 9: I believe: Public speaking (Wk 11) <u>Assessment 3</u> Group performance, individually marked with individual written assessment</p>	
Christmas Holidays	Easter Holidays	

Reflections/Points to Note from 2010/11

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