

English Martyrs' Drama KS3 Medium-term Plan

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7 1 x lesson per week Rotation at end of January. X20 weeks per rotation	Key focus: Darkwood Manor Key content: Safety in drama The 4 C's - Communication, Concentration, cooperation, confidence Improvisation Stage types Vocal skills – Projection, tone, clarity, accents, emphasis Physical skills – Movement, gesture, body language, facial expression	Key focus: Harry Potter Key content: Creating characters Knowledge - Simple dramatic devices – still image, thought-track, mime, slow motion, sound scape, narration Lighting and sound ideas Practice – using dramatic devices to create effective scenes,	Key focus: Darkwood Manor Key content: Safety in drama The 4 C's - Communication, Concentration, cooperation, confidence Improvisation Stage types Vocal skills – Projection, tone, clarity, accents, emphasis Physical skills – Movement, gesture, body language, facial expression	Key focus: Harry Potter Key content: Creating characters Knowledge - Simple dramatic devices – still image, thought-track, mime, slow motion, sound scape, narration Lighting and sound ideas Practice – using dramatic devices to create effective scenes,		
HPA Focus challenge	Explore key differences between characters Experiment with transitions Explain reasons for performance decisions	Use devices in a stylised way Sophisticated use of transitions between scenes Experiment with stage types	Explore key differences between characters Experiment with transitions Explain reasons for performance decisions		Use devices in a stylised way Sophisticated use of transitions between scenes Experiment with stage types	
ASSESS	<i>Baseline assessment</i> <i>Key questions modelled and demonstrated in their own work.</i> <i>Teacher lead and peer focussed assessment - feedback, precise and specific to student.</i> <i>Application of knowledge and skills in performance at end of unit.</i>	<i>Vocabulary check</i> <i>Key questions modelled and demonstrated in their own work.</i> <i>Teacher lead and peer focussed assessment - feedback, precise and specific to student.</i> <i>Application of knowledge and skills in performance at end of unit.</i>	<i>Baseline assessment</i> <i>Key questions modelled and demonstrated in their own work.</i> <i>Teacher lead and peer focussed assessment - feedback, precise and specific to student.</i> <i>Application of knowledge and skills in performance at end of unit.</i>		<i>Vocabulary check</i> <i>Key questions modelled and demonstrated in their own work.</i> <i>Teacher lead and peer focussed assessment - feedback, precise and specific to student.</i> <i>Application of knowledge and skills in performance at end of unit.</i>	
Year 8 1 x lesson per week	Key focus: Dramatic Devices Key content: Experiment with advanced dramatic devices – narration, tableaux, conscience ally, monologue, placards, multi-role	Key focus: Devising Drama: A Murder Mystery Key content: Create a character back story Explore a murder plot and possible alternatives including outcomes. Physicalise and vocalise a character relevant to the story Analyse evidence and consider how it impacts the plot.	Key focus: Script work: The Terrible Fate of Humpty Dumpty Key content: Experiment with characters' story impacts body language and interaction with others. Research bullying and its impact on society (and characters in play). Collect evidence to form opinion Experiment with script and apply performance skill and dramatic devices effectively		Key focus: Classical Theatre: The Tempest Key content: Reading and understanding Shakespear's language and intentions for play Experiment with modern ways to perform the play – experimentation of dramatic techniques Physical and vocal skills - comparison of classical and contemporary interpretation of the actor? Watch a modern interpretation of Shakespeare (She's the man/RSC As you like it) and compare.	

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<p>HPA Focus challenge</p>	<p>Explore key differences between characters Experiment with transitions Evaluate effectiveness of the devices. How could they be enhanced?</p>	<p>Creating a back story to a character that links to all the other characters. Demonstrate alternative ending with a plot twist</p>	<p>Sophisticated performance skills. Use research to create an informative piece of drama Analyse evidence to form opinions – demonstrate multiple opinions in performance Experiment with stage types – Can stage types have an impact audience opinion of the situation? I.e., naturalistic vs non-naturalistic</p>	<p>Sophisticated performance skills Clear understanding of the text Knowledge and application of original performance style used in performance – mixed with contemporary. Relevant and well-placed dramatic devices for audience understanding</p>
<p>ASSESS</p>	<p>Baseline assessment Key questions: <ul style="list-style-type: none"> How have dramatic devices been used effectively? Can the student justify their choice of dramatic device and how it fits into their reinterpretation of a script <p>Performance - use of effective vocal and physical skill Written evaluation of performance.</p> </p>	<p>Vocabulary check Key questions: <ul style="list-style-type: none"> What impact does a character past have on their future? How might a character cover up their true feelings towards another? What are the potential outcomes offor murder/er? <p>Performance – careful selection of relevant scenes for performance that incorporate relevant dramatic devices.</p> </p>	<p>Mature and relevant opinions formed about characters and their situation. Key questions: <ul style="list-style-type: none"> What is the most important evidence to this case? What impact has Terry's family life had on him? What impact have the bullies had on Terry? <p>Performance – interpret and apply relevant performance skills to a script. Evaluate audience impact.</p> </p>	<p>Identify similarities and differences between Elizabethan theatre and contemporary theatre Understanding of the text and how it links to modern day language Key questions: <ul style="list-style-type: none"> What are the key traits of the characters of the time? Who might these be compared to in modern society? How can we enable a modern audience to understand this play? <p>Performance – demonstrate understanding of text through modernised performance using traditional text.</p> </p>