



ABINGDON

**KS3 Drama**

<i>KS3 Drama:</i>			
Autumn Term			
Year Group	Year 7	Year 8	Year 9
Knowledge	<b>Drama Techniques</b>		
Skills	<p><b>Core</b> To take part in drama activities and imaginative play To practise simple drama techniques To use voice and body to communicate</p> <p><b>Extended</b> To take part in a piece of drama in order to communicate setting</p>	<p><b>Core</b> To take part in drama activities and use simple conventions To use drama techniques in a piece of directed drama To use voice and body to communicate context</p> <p><b>Extended</b> To take part in a piece of drama and communicate setting and character</p>	<p><b>Core</b> To take part in drama activities and use drama techniques To select drama techniques autonomously To use voice and body to communicate feelings</p> <p><b>Extended</b> To take part in a piece of drama and communicate time; setting and character that is in keeping with the shared concept</p>
Vocabulary	<p><b>Core</b> Mime; Freeze frame; Slow-motion; Plot; Character; Volume; Place (where)</p> <p><b>Extended</b> Spotlighting; Slow-motion; Role-play</p>	<p><b>Core</b> Mime; Freeze frame; Role play; Spotighting; Character; Volume; Whisper;</p> <p><b>Extended</b> Hot-seating; Tone; Accent;</p>	<p><b>Core</b> Mime: Freeze Frame; Role play; Spotighting; Hot seating; Slow-motion; Plot; Character; Volume; Tone; Accent</p> <p><b>Extended</b> Physical Theatre; Body language; Gesture; Facial expression;</p>
Spring Term			
Year Group	Year 7	Year 8	Year 9
Knowledge	<b>Responding to Text</b>		



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Skills	<p><b>Core</b> To respond to text orally To respond to text through imaginative play To follow narratives</p> <p><b>Extended</b> To show viewpoint in response to text</p>	<p><b>Core</b> To show understanding of context in response to text To share drama ideas in response to text To explore narratives</p> <p><b>Extended</b> To follow direction in creative responses to text</p>	<p><b>Core</b> To compare/link responses to text with others To explore response ideas through collaboration To develop and consolidate narratives</p> <p><b>Extended</b> To present narratives with accurate sequencing</p>
Vocabulary	<p><b>Core</b> Creative; Imagination; Text; Plot; Character;</p> <p><b>Extended</b> Response; Alternative response; Emotional Response;</p>	<p><b>Core</b> Creative; Responding; Text; Plot; Character; Setting; Role; Scene;</p> <p><b>Extended</b> Realistic; Style; Comedy;</p>	<p>Respond; Message; Theme; Plot; Character; Atmosphere; Story arc; Character; Scene;</p> <p><b>Extended</b> Dialogue; Natural; Abstract; Comedy; Tragedy; Sequencing</p>
Summer Term			
Year Group	Year 7	Year 8	Year 9
Knowledge	<b>Improvising and Devising</b>		
Skills	<p><b>Core</b> To work sensitively with others To respond spontaneously to an instruction To share ideas and experiences in preparation for drama making</p> <p>To describe what the drama work contains To describe what went well and what did not To describe how a character feels</p> <p>To follow direction for performance To use one or two physical and vocal skills and one technique</p> <p><b>Extended</b></p>	<p><b>Core</b> To follow agreed rules within a team To respond spontaneously to a context or situation To make drama using: creative ideas; experiences and world knowledge To evaluate why a character feels as they do</p> <p>To communicate feedback sensitively To evaluate the success of a piece of drama work</p> <p>To work with others and take direction for performance To use several physical /vocal skills/techniques</p> <p><b>Extended</b></p>	<p><b>Core</b> To facilitate group work taking a specific role To respond spontaneously using drama conventions To develop and consolidate drama using: a theme; experience and world knowledge To show empathy through characterisation</p> <p>To recognise how drama work can be improved To respond proactively to feedback</p> <p>To collaborate in order to create a performance. To use a variety of physical &amp; vocal skills &amp; techniques appropriate to the genre</p> <p><b>Extended</b></p>



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	<p>To participate and work as part of a team To understand the purpose of a character within the drama</p> <p>To contribute sensitively in feedback sessions</p>	<p>To respond spontaneously with the use of a prop or visual prompt and make links with experiences and knowledge</p> <p>To reflect positively on feedback</p>	<p>To make drama using stimulus, experience and shared ideas</p> <p>To show atmosphere/mood</p> <p>To perform as part of a group/ensemble</p> <p>To use voice and body appropriately</p> <p>To contribute to the purpose and atmosphere of the drama</p>
<p>Vocabulary</p>	<p><b>Core</b> Working together; Team work; Practice; Discussion; Performance Space; Stage</p> <p><b>Extended</b> Audience; Stage space;</p>	<p><b>Core</b> Team work; Rehearsal; improvise; Devise Review; Feedback; Staging; stage directions; Off-stage; Set; costume;</p> <p><b>Extended</b> Audience participation; staging; performance space</p>	<p><b>Core</b> Ensemble; Collaboration; Improvisation; Devising; R review; Feedback; Response; constructive criticism; Sightlines; In-the-round; Proscenium; End-on</p> <p><b>Extended</b> Genre; Style; Audience/impact; lighting; sound; costume; design; set; production;</p>