



	Fertile Question	Focus	Enrichment
Year 7	What skills do we need to create a piece of theatre?	In the first half term Year 7 will be introduced to the key skills needed to create and perform an original piece of theatre. Students will learn key performance skills. Additionally, they will learn about the different types of staging and engage with some of the technical aspects of theatre. They will also learn to develop improvised scenes.	Year group drama clubs, whole school productions, specialist workshops, Arts Award bronze and silver and theatre trips.
	Why was Melodrama the most popular form of entertainment in the Victorian era?	After October half term the students will study Victorian Melodrama. Here the students will learn the acting style, the structure and the stock characters of Victorian melodrama and how this relates to the Drama they know now. The students will also explore the context of the style.	
	What rehearsal and performance skills do we need to stage a text?	In the Spring term year 7 explore the play Two Weeks with the Queen. Students will learn rehearsal techniques that will enable them to interpret character and text. They will be introduced to the concept of subtext, and how this can be communicated onstage. The students will also develop key performance skills.	
	What are the key skills needed to devise a play?	At the start of the summer term students will utilise the skills developed over year to create an original piece of work, imagining and inventing a story from a shared stimulus. The students will learn how the structure of a play can help communicate the message of the piece, and emphasise different perspectives.	
	What is the function of the chorus in Greek Theatre?	In the final half term students will explore the origins Greek theatre, and how it was originally performed. The student's will focus particularly on the chorus and will explore and develop choral work. They will explore Greek Myths and stories and then perform a key scene from a Greek tragedy.	
Year 8	What performance skills do we need to create tension on stage?	In the first half term, Year 8 the students will learn how to devise a scene to create tension through considering status and character relationships. They will also learn how to and create a sense of surprise and mystery when devising a play. The students will learn how to utilize physical and vocal skills in order to create tension in performance. Throughout students will create a sequence of scenes linked through story culminating in a final performance.	

Drama

KS3 Curriculum Map



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Year 8	How do we make Hamlet relevant to a modern audience?	After October half term year 8 will develop their skills in creating tension through the study of Hamlet by William Shakespeare. During this topic the students will learn about the plot and explore key characters in the play, as well as learning about how the play was originally performed. They will also explore modern interpretations of the play. Students will rehearse and perform key extracts from the play, with the aim of making their interpretations relevant for a modern audience.	Year group drama clubs, whole school productions, specialist workshops, Arts Award bronze and silver and theatre trips
	How do we create an effective piece of comedy?	At the beginning of the spring term the students will explore Commedia Dell'Arte, focusing on how to create visual, exaggerated and slapstick comedy. Students will experiment with creating stock characters, using physicality and masks. Students will analyse how an historical theatre form translates to modern forms. After half term students will explore modern comedy. Throughout this topic students will devise scenes and sketches in response to the key skills taught.	
	How do we create a piece of didactic theatre which provokes a debate?	In the first half of the summer term year 8 will learn about the principles of didactic theatre. Students will explore and debate an issue in class, and students will then create a series of performances which persuade the audience to take a specific view on this issue. The topic will culminate in a whole class spontaneous improvisation in which all members of the class will create and sustain a well-researched role.	
	How can we encourage an audience to question issues in society?	In the final half term of the year students will explore issue based drama. Here the students will learn how a playwright can use a character as a mouthpiece for issues within society. Students will develop their ability to use rehearsal techniques to explore character and text. The students will develop their ability to use performance skills in order to play a role.	

Drama

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	Fertile Question	Focus	Enrichment
Year 9	What skills do we need to stage fantasy and reality within one performance?	At the start of year 9 students will explore how a fantasy scene can be a means of externalising the internal. Students will experiment with forms to convey a character's fantasy or memory. The students will explore how genre, structure and style can help to distinguish between fantasy and reality onstage. The students will create original work form a given stimulus, which will present fantasy and reality within one piece.	Year group drama clubs, whole school productions, specialist workshops, Arts Award bronze and silver and theatre trips
	Why can the Zoo Story be considered to be theatre of the absurd?	After October half term students will explore The Zoo Story by Edward Albee. They will rehearse and perform key extracts from the play, focusing particularly on how to communicate the character's motives and intentions. The students will also explore Theatre of the Absurd and examine whether The Zoo Story fits into this theatrical movement.	
	Why should 'Fallout' be performed in a Naturalistic acting style?	In the spring term students will study Fallout by Roy Williams. The students will explore the social and political context of the play. The students will also learn about practitioner Konstantin Stanislavski, and how he was an important part of the naturalistic movement. The students will then use some of Stanislavski's rehearsal techniques to explore key extracts from Fallout. Students will perform the key extracts using a naturalistic acting style.	
	How can we communicate the theme of power in DNA?	In the summer term year 9 will explore DNA by Dennis Kelly. The students will take part in a series of practical workshops that will explore the theme of power. The students will learn how to communicate a character's status onstage using vocal and movement skills. They will also learn how design can be used to communicate meaning. Students will interpret and perform key extracts from the play and realise their own set design for the play .	

Drama

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