

DRAMA AND PSHE KEY STAGE 3 CURRICULUM OVERVIEW

The Drama and PSHE key stage 3 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. Student engagement reflects the department’s commitment in creating a community ethos allowing their passion to flourish. The department offers a wide range of diverse opportunities both in and outside of lesson.

Drama and PSHE are taught as both practical and academic subjects. The subject of Drama focuses on developing skills for performance as well as a solid grounding in theatrical knowledge. The subject of PSHE focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. Our Drama and PSHE lessons are about learning the fundamental life skills for the future. Drama and PSHE lessons at Ormiston Rivers are focused on developing imagination and creativity while building up pupils’ knowledge, skills and understanding. Students will participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. They will adopt, create and sustain a range of roles, responding appropriately to others in role to explore a range of PSHE topics. They will also have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Young people come into our school with a lifetime of drama experiences, which are practical and experiential, and which have contributed to their aural memory, practical, discriminatory skills, and personal and collective identity formation. Building a “can do” attitude and confidence in our learners is a key strength to the vision of our curriculum intentions. Fundamentally, we aim to develop the following in our learners:

- creativity
- enjoyment and active learning
- inclusion and building positive relationships
- reading and writing skills
- speaking and performing, individual and group work
- expressing thoughts and feelings
- understanding key safeguarding issues
- speaking and listening skills
- devising, improvising and performing
- critical engagement in RSE
- social, moral, spiritual, and cultural (SMSC)
- reflect on their learning and the wider community
- life decisions

Year

7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Intro to Drama			Happy Families <small>Diversity</small>			Bullying <small>Diversity</small>			Pantomime		
	Improvisation			Role play Working from stimulus			Role play Working from stimulus			Devising drama Genre		
Spring	Body Image			Ernie's Incredible Illucinations			Real Love Rocks <small>Diversity</small>					
	Role play Mask work			Script Devising drama			Role play Working from stimulus					
Summer	Greek Theatre <small>Diversity</small>			Risky Behaviour			Silent Movies					
	Genre Style form and conventions			Role play Working from stimulus			Devising drama Genre					

Autumn Half Term 1

Intro to Drama – Weeks 1 to 3

- Introducing students to the rules and expectations of drama
- Looking at and developing the skills needed to be successful in drama, such as use of movement, vocal projection and simple stage positioning
- Building confidence and relationships of trust in the group, developing co-operation and consideration when working in groups

Happy Families – Weeks 4 to 7

- Introducing students to the rules and expectations of PSHE
- Exploring different types of family relationships, looking at difficulties that sometime occur
- Considering how to recognise when relationships are safe and when they are not, knowing how to report concerns
- Using role play to explore real life situations
- Introducing the use of basic drama techniques such as thought tracking and still image

Notes/Links/Interleaving

The first half term will look only at drama and then move into merging the two subjects in the second unit. Gradually we will bring in the use of more sophisticated drama techniques in the exploring of the PSHE content.

Additional Higher Content

Using a range of stimulus will allow for developing higher thinking amongst the more able.

Autumn Half Term 2

Bullying – Weeks 8 to 10

- Exploring and understanding respectful relationships, including friendships
- Consider different types of bullying (including cyberbullying) and the impact of bullying
- Looking at stereotypes and how prejudice may occur and cause damage
- Consider how peer pressure and bullying can be linked
- Using role play and other dramatic techniques to explore real life situations
- Introducing the use of forum theatre to explore choices

Pantomime – Weeks 11 to 12

- The history and origins of Pantomime, including its links to Commedia Dell’arte, and Shakespearean theatre with male actors playing the roles of females.
- Understanding traditional conventions associated with this genre of theatre
- Being able to identify the impact on and role of the audience
- Working in groups to create, develop and perform a short version of a well-known Pantomime, which incorporates clear examples of the traditional Pantomime conventions

Notes/Links/Interleaving

Students will begin to see links between the PSHE topics in relation to positive and negative relationships in a range of contexts. They will begin to experience genres of drama, paving the way for further development as drama as an academic subject.

Additional Higher Content

The use of higher level thinking skills can be applied to both the drama and PSHE content with students using their emotional intelligence to feed into the way they interpret the themes.

Spring Half Term 1**Body Image – Weeks 1 to 3**

- Talking about emotions accurately and sensitively
- Consider the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online
- Using masks to explore emotions
- Developing stage positioning and movement skills through the use of masks

Ernie's Incredible Illucinations – Weeks 4 to 7

- Looking at a short play script
- Exploring characterisation within a script, the skills needed for playing a range of roles vastly different from yourself
- Developing performing skills, such as the use of voice and movement to multi role
- Understanding conventions of a script, such as use and purpose of stage directions and taking inference from what characters say

Notes/Links/Interleaving

This work is now starting to build on bullying, this can reflect here what the impact may be on our body image. This will allow the development of further drama techniques such as thought tracking to explore and portray the feelings and possible actions of characters.

Additional Higher Content

The introduction of the script will challenge the literacy of the students, and introduce some new vocabulary. For many the style and format of scripts will be a new concept. The more able here will be challenged to learn larger chunks of script.

Spring Half Term 2**Real Love Rocks – Weeks 8 to 12**

- Exploring and understanding how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships
- Looking at the concept of laws relating to consent, exploitation and grooming
- Considering online risks, material that can be viewed and shared online and how to keep yourself safe online
- intimate and sexual relationships, being safe, and online and media
- Using improvising and devising skills to develop original drama looking at the topics explored
- Using a range of drama techniques to explore the issues outlined, including flashback and slow motion

Notes/Links/Interleaving

The work this half term is quite challenging in content and will introduce students to a range of topics that are imperative to safeguarding. As this is year 7, the work will be pitched appropriately and will be more of an introduction, rather than exploring these areas in detail. However, it is vital that the work starts at this age and statutory content should be covered in each year, just is increasing age appropriate detail. Students must be aware of understanding risk.

Additional Higher Content

There will be varying engagement from the student in terms of their prior awareness of the issues. The drama techniques being introduced here are more advanced, abstract concepts can be considered with the more able.

Summer Half Term 1**Greek Theatre – Weeks 1 to 4**

- The history and origins of Greek Theatre, including that it was the first known/documented form of theatre
- The structure of a traditional Greek Theatre, including the lay out of the stage and its specific elements
- The nature of the plays written specifically comedies and tragedies and the fascination with mythical creatures and The Gods
- The traditional conventions of Greek Theatre, including the role of the chorus and mask work

Risky behaviour – Weeks 5 to 6

- Developing a basic awareness of drugs, alcohol and tobacco
- Understanding risks and harm involved with using drugs, alcohol and tobacco
- Using role play to explore real life situations
- Developing the use of drama techniques explored in the previous two terms
- Using improvising and devising skills to create original drama
- Looking at documentary drama as a style

Notes/Links/Interleaving

Developing drama skills are being applied across a range of PSHE topics, but in this half term are also used to explore an important historical genre of drama and theatre.

Additional Higher Content

The work on genre and style will introduce the concept of social and historical context in drama.

Summer Half Term 2**Risky behaviour – Weeks 7 to 8**

- Developing a basic awareness of drugs, alcohol and tobacco
- Understanding risks and harm involved with using drugs, alcohol and tobacco
- Using role play to explore real life situations
- Developing the use of drama techniques explored in the previous two terms
- Using improvising and devising skills to create original drama
- Looking at documentary drama as a style

Silent Movies – Weeks 9 to 12

- Looking at a specific genre of drama, using examples from film
- Experimenting with and understanding the conventions of the genre, specifically non-verbal communication
- Adding the use of music to drama
- Exploring the idea of slapstick and visual comedy

Notes/Links/Interleaving

The PSHE work is now using different, specific styles of drama to explore them, this will ensure drama knowledge is developed as well as drama skills.

Additional Higher Content

Students can do more independent research around the styles and genres being explored.

Year

8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Trust			First Give <small>Diversity</small>			Conflict <small>Diversity</small>			Wellbeing		
	Role play Working from stimulus			Creating a presentation			Role play Working from stimulus			Role play Working from stimulus		
Spring	Crime and Justice <small>Diversity</small>					A Game of Two Halves				Drugs and Alcohol		
	Devising drama Working from stimulus					Script Devising drama				Role play Working from stimulus		
Summer	Mugged						Sexting			Way West <small>Diversity</small>		
	Script						Role play Working from stimulus			Devising drama Characterisation		

Autumn Half Term 1**Trust – Weeks 1 to 3**

- Looking at different types of committed, stable relationships, including what marriage is and why it must be freely entered into.
- Understanding how to determine whether other children, adults or sources of information are trustworthy
- Exploring the characteristics of positive and healthy friendships using a variety of previously used drama techniques
- Making use of a variety of stimulus to introduce the issues, using role play to explore real life situations

First Give – Weeks 4 to 6

- Understanding what social issues are, the impact they have and what social action is
- Exploring social issues in the local community
- Working as a team to present ideas
- Understanding the importance charity work
- Incorporating the use of drama in their pitch presentation
- Selecting issues that are important to them

Notes/Links/Interleaving

Students should be drawing parallels about characteristic of relationships in a variety of settings and contexts. Students will build on their use of techniques developed in the SoLs in the summer term of year 7.

Additional Higher Content

Work will be presented to a board of judges including Academy Principal, local councillor, school governors and parents. The winning team get £500 to give to the charity they have been working with.

Autumn Half Term 2**Block 3 – Weeks 7 to 9 - Conflict**

- Exploring tales of conflict through different storytelling methods
- Understanding that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others
- Revisiting ideas of bullying behaviours, the impact of bullying and the responsibilities of bystanders
- Using short text extracts as examples, including from the plays Romeo and Juliet and Shut Up

Wellbeing – Weeks 10 to 12

- Understanding that happiness is linked to being connected to others. And recognising the early signs of mental wellbeing concerns
- Exploring common types of mental ill health (e.g. anxiety and depression).
- Devising short pieces of drama using a range of stimulus on the theme of mental well being
- Reflecting on and justifying reasons for, the drama skills that should be most appropriately selected when developing original work

Notes/Links/Interleaving

The PSHE work is revisited in year 8, exploring in further detail, building on what was done in year 7. Building on using text, this will develop skills learnt in text based SoLs such as Ernie.

Additional Higher Content

Work from a range of classical and contemporary will enable the language of Shakespeare to be explored.

Spring Half Term 1**Crime and Justice – Weeks 1 to 5**

- Understating the purpose of laws and who is responsible for making them
- Looking at consequences of law breaking
- Devising a story around a fictional crime, using role play to develop the plot
- Creating original characters within the storytelling
- Considering some real life ground-breaking cases (e.g. Stephen Lawrence and Derek Bentley) and exploring them through the drama

Notes/Links/Interleaving

The work this half term will cross over with the PSHE topic of 'being safe', considering how personal safety and avoiding risky behaviours link with crime.

Additional Higher Content

Participating the Mock Magistrates competition as an extra curricular project outside of lesson time.

Spring Half Term 2**A Game of Two Halves – Weeks 6 to 9**

- Working from a script, understanding the conventions of a script e.g. how stage directions can be used
- Looking at more abstract staging techniques within the script, specifically the role of the commentators as narrators and how this can be achieved
- Developing characterisation skills
- Using vocal and movement skills to portray a range of emotions and actions
- Look at the issues arising in the script and how they link to our PSHE topics, exploring the issue of peer pressure in the central character

Notes/Links/Interleaving

The themes within A Game of Two Halves are dealt with in further detail in the work that follows on drugs and alcohol. There will be a link between Crime and Justice and Drugs and Alcohol exploring consequence.

Drugs and Alcohol – Weeks 10 to 12

- Understanding the facts about legal and illegal drugs, including the link between drug use, crime and mental health conditions
- Looking at the law relating to the supply and possession of illegal substances.
- Comparing what constitutes low risk alcohol consumption in adulthood and physical and psychological consequences of addiction
- The facts about the harms from smoking tobacco (particularly the link to lung cancer)
- Using drama to devise drama around the issues and explore the idea of consequence

Additional Higher Content

The reading of the script will develop literacy skills. By reading the script as a class and encouraging different pupils to play the characters each lesson, pupils will also be developing oracy skills and listening skills. The consideration of the themes of the text will interleave with learners' English studies, developing their ability to analyse a text.

Summer Half Term 1

Mugged – Weeks 1 to 6

- Reading a script as a class, looking at the structure of the play, considering characterisation and use of voice in order to convey meaning and intent
- Looking at the role of a director when developing extracts of the script for performance
- Incorporating a range of performance skills in order to make their performance more engaging for the audience, specifically looking at where the audience focus is and moments that happen off stage
- Identifying the key themes of the play, including media perception and portrayal and personal safety, and the relevance to both modern day and historical societies
- To use incorporate other styles of theatre such as Forum Theatre, in which the audience have the power to pause and alter the course of the action

Notes/Links/Interleaving

The themes of gang culture, bullying, violence, and law will connect with their PSHE units of study, enabling the learners to form well educated and balanced alternative actions for the characters, with a clear understanding of the repercussions. Work on a text will develop from the first half term when short extracts are used, looking at meaning in language and how to deliver it.

Additional Higher Content

Pupils will be encouraged to incorporate a wide range of Performance Skills and Dramatic Techniques; with a noticeably clear intention of the impact they wish to have on the audience, making them more audience aware. Thus, promoting a love for the art of live theatre and how to become exciting and original theatre makers.

Summer Half Term 2

Sexting – Weeks 7 to 9

- Considering the impact of unhealthy or obsessive comparison with others online and over-reliance on online relationships
- Understanding the laws around sexting and that sharing and viewing indecent images of children (including those created by children) is a criminal offence
- Looking at online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Using a range of previously taught drama techniques and skills to explore the above issues

Notes/Links/Interleaving

The work on sexting will allow students to draw from the bank of taught styles, techniques, forms and conventions to develop their work.

The Way West – Weeks 10 to 12

- Looking at how real historical events can be used as a stimulus for devised drama
- Experimenting with the use of vocal skills, including accents, tone and expression
- Considering the inequalities present in the story and the plight of people seeking a better life
- Using techniques such as teacher in role to create whole group drama
- Creating an original character, using research to help develop realism

Additional Higher Content

Cultural, social and historical research can be conducted on the time period explore in The Way West.

Year

9

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Blood Brothers

Diversity

The Box

Diversity

Autumn

Script
CharacterisationDevising drama
Working from stimulus**Too Much Punch for Judy****Theatre in Education**

Spring

Script
GenreGenre
Style, form and conventions**Child Sexual Exploitation****Mini Film Project**

Diversity

Summer

Devising drama
Working from stimulusDevising drama
Creating original work

Autumn Half Term 1**Blood Brother – Weeks 1 to 6**

- Looking at importance of the social, cultural, historical, and political context of this famous play. Including the setting, the social class divide between the characters and the political climate and divide between the north and south of the country
- The key themes of the play including, social class divide, nature vs nurture, coming of age, crime, family, fate and love
- How to approach, rehearse and perform a monologue and duologue from the set text, experimenting with the accent and dialect of the play
- Exploring effective characterisation to show the different ages/stages of life of the characters throughout the play, including use of voice and language
- Challenging acting skills through playing a variety of characters in order to develop their dramatic range and building dramatic tension when looking at the extract
- Considering the emotions and thoughts of the key characters throughout the play and therefore how to portray these physically

Notes/Links/Interleaving

This is a will be an excellent building block for their studies as they hopefully progress into the RSL Performing Arts course, where they are required to study text. It will develop social and historical knowledge of Northern England in the 1960s and how it developed into the 70s and early 80s

Additional Higher Content

Pupils will be challenged to perform the famous monologue from the character Mickey. In order to stretch and challenge the pupils they will be encouraged to do this alone on stage, as written in the play.

Autumn Half Term 2**The Box – Weeks 7 to 12**

- Understanding the term 'Stimulus' means and how this can be the starting point of a devised piece of theatre
- Responding to a series of different stimuli including: a poem, a song, a picture/image, and a physical item
- Looking at the importance of mental health, domestic violence and conflict through research tasks, devising, life events and the support available
- Considering how to approach, rehearse and perform within the confinements of the box, experimenting with the use of space, body language and voice
- Exploring effective characterisation to empathise and engage with mental health issues while deepening their own understanding
- Working in a variety of groups to share and develop ideas to deepen meaning and think about more abstract ideas.

Notes/Links/Interleaving

Prior PSHE knowledge feeding in combined with drama knowledge on character building and devising original drama. Students build on their practical knowledge of working from a stimulus.

Additional Higher Content

More able working on how to link a series of smaller stimuli together within a larger theme entitled 'The Box', to create a subtext or more profound piece of theatre.

Spring Half Term 1

Too Much Punch for Judy – Weeks 1 to 6

- Understanding of the genre of Verbatim Theatre and the forms and conventions of the style, considering also how it is a piece of Theatre in Education
- The key themes of the play including, drink driving, alcohol abuse, pop culture of the 80's, death, family, stereotypes and consequences
- Understanding of the true story in which this play is written about, and the fact that it happened in Essex as well as the laws around drink driving and the potential consequences
- Recapping the previously covered work on drugs and alcohol and the effects they have on the body and the decision-making process
- Exploring the dramatic technique of 'Marking the Moment' and the intention for the audience, highlighting the decision made to drink drive

Notes/Links/Interleaving

This work leads perfectly into the next which is TiE as the play is a piece of TiE and some of the traditional conventions associated with the style of theatre are used in the play. This will give the pupils an excellent basis of knowledge and a real-life example of how to create and develop a piece of TiE next term. The PSHE content here is well covered due to the theme of the play.

Additional Higher Content

Pupils will be required to refer so social, historical, and cultural context and factual research carried out on the key themes. They will also be required to carry out some in depth analysis of the text and its themes both verbally and with written evidence in their booklets.

Spring Half Term 2

TiE – Weeks 7 to 12

- Looking at what is meant by the term 'style of theatre' and be able to reference a small selection of these styles e.g. naturalism, physical theatre, verbatim and TiE
- Understanding the style of TiE and what the main conventions associated with this style are, including breaking the fourth wall, direct address to the audience, the use of facts and statistics, a simple and portable style of performance appropriate for touring, small group/company sizes, and little reliance on technical theatre.
- Identifying appropriate topics for a piece of TiE in conjunction with the statutory PSHE guidelines
- Carrying out effective research in order to strengthen the integrity of their piece of TiE
- Considering what is meant by the term 'target audience' and how to be mindful of this when creating their piece of TiE, setting a clear learning objective for their piece

Notes/Links/Interleaving

This SOL will go into much more detail on the style of TiE and the pupils will have a secure knowledge of how to create a piece of theatre in this style, following on from Too Much Punch for Judy.

Additional Higher Content

the pupils will be encouraged to become self-regulated learners in which they are responsible for the creation, development and performed of a piece of TiE. Some students will write scripts to better develop their work.

Summer Half Term 1**Block 1 – Weeks 1 to 6 - CSE**

- Understanding the concepts of, and laws relating to, sexual consent, exploitation, abuse, grooming, coercion, and how these can affect current and future relationships
- Exploring the issue of consent and how people can actively communicate and recognise consent from others
- Considering how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- Understanding that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- Drawing on a wide range of prior knowledge to create a range of dramatic pieces
- Refine and rehearse drama, looking at implementing a variety of techniques and forms

Notes/Links/Interleaving

At this point students have a wide range of knowledge of both PSHE and Drama and are used to combining to two subjects. They have a wide range of drama skills to apply to work on any PSHE topic.

Additional Higher Content

Those selecting to continue with Drama at KS4 will be able to develop much more detailed and polished drama work, incorporating much more developed thinking in the creation of theatre.

Summer Half Term 2**Block 3 & 4 – Weeks 7 to 12 – Film Project**

- Summarising and consolidating prior learning to use creative freedom to develop short films
- Working collaboratively in different roles to develop ideas for a film, scripting elements where appropriate
- Planning ideas out, choosing appropriate topics and devising original ideas
- Performing sections of drama for filming, considering and applying skills needed for acting for the screen
- Selecting appropriate material for use in the film and editing together clips to make a short films

Notes/Links/Interleaving

At this point students have a wide range of knowledge of both PSHE and Drama and are used to combining to two subjects. They have a wide range of drama skills to apply to work on any PSHE topic.

Additional Higher Content

Those selecting to continue with Drama at KS4 will be able to develop much more detailed and polished drama work, incorporating much more developed thinking in the creation of theatre.