

Drama in relation to KS3 Literacy Strategy:

Year 7

- Explore in role a variety of situations and texts or respond to stimuli; reflect on the insights this provides into the motives and perspectives of others;
- Extend their spoken repertoire by experimenting with language in different contexts and roles;
- Work collaboratively to devise and perform scripted and unscripted pieces, which convey understanding of character, relationships and issues;
- Develop a performance, which establishes and maintains the attention of the audience;
- Reflect on and evaluate their own and others' performances;
- Develop strategies for anticipating, visualising and problem solving in different learning contexts.

Year 8

- Reflect on their preparation in drama and analyse their development of dramatic techniques, e.g. keep a reflective record of their contributions to dramatic improvisations and presentations;
- Develop the dramatic techniques that enable them to sustain a role;
- Explore and develop ideas, issues and relationships through work in role;
- Explore the language, structure and dramatic effect of scenes and plays;
- Create complex or challenging dramatic performances, which hold the attention of the audience.

Year 9

- Recognise and evaluate the skills and techniques they have developed through drama;
- Use a range of drama techniques to explore alternative ideas and meanings e.g. by playing out hypothesis, by changing perspectives;
- Examine the dramatic impact of a scene or play by Shakespeare, and identify the contributions of the writer, director and actors;
- Recognise and respond to symbolism, subtext, mood and emotion as well as to actions and overt meanings;
- Evaluate a performance which they have seen or in which they have participated;
- Understand how thinking about issues or ideas can be developed through drama.