

Additional Ideas for Drama at Key Stage 3

Learning Intentions	Activity	Development	Assessment
Develop character through research	Using hot seating and news programme	<p>Pupils:</p> <ul style="list-style-type: none"> research a current news topic, for example a natural disaster, local incident or international crisis divide into groups and assign roles, such as announcer, interviewer or witness, to each member for a news programme about a chosen topic or issue improvise an incident present a news programme on another group's topic or issue 	<p>Pupils:</p> <ul style="list-style-type: none"> address a topic or issue through drama develop improvisation and create and sustain roles create a news programme apply understanding of a topic or issue by developing script perform script that conveys impact of topic
Develop and sustain a role focusing on feelings	Using tableau and scripted dialogue	<ul style="list-style-type: none"> express feelings such as love, anger, worry, hate, curiosity or concern through facial expressions and gesture work in pairs to develop a short scripted improvisation on a topic 	<ul style="list-style-type: none"> express feelings through tableau evaluate their own and others' work present a scripted dialogue using emotion
Develop scripted monologue or dialogue	Using playscript extracts	<ul style="list-style-type: none"> choose short monologues or dialogues from <i>Our Day Out</i>, <i>Billy Liar</i>, <i>Adrian Mole</i>, <i>Oliver!</i> or <i>The Wizard of Oz</i> present an extract to the class with voice and movement 	<ul style="list-style-type: none"> research and select appropriate script learn and present script effectively positively evaluate their own and others' work

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Develop and understand a specific character from a Shakespeare play	Using CD/film extract, hot seating and conscience alley	<ul style="list-style-type: none"> introduce a Shakespeare play through storytelling, film or a CD select a character to discuss, hot seat and create a conscience alley at a chosen moment write a short soliloquy for the character 	<ul style="list-style-type: none"> empathise with a specific character develop understanding of character through drama strategies understand and write a soliloquy
Develop emotion in performing a role through movement	Using masks movement and gesture	<ul style="list-style-type: none"> divide into pairs, A and B, using mirror image to explore facial expression and movement in groups create a tableau of a subject, for example victory, joy, anger, celebration, freedom or despair, with and then without masks present and discuss each group's presentation 	<ul style="list-style-type: none"> realise importance of gesture and movements respond to using masks react with their bodies through movement and gesture appraise their own and others' work
Develop script writing and character	Using freeze frame, thought tracking and hot seating	<ul style="list-style-type: none"> read the bullying scene from Grease (girls bully Sandy) freeze at specific moments to thought track and hot seat characters rewrite the scene with boys bullying or as a modern script 	<ul style="list-style-type: none"> engage in script reading use thought tracking and hot seating effectively write and read new script

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Develop attitude, conveyed through character	Using waxworks, gesture and facial expression	<ul style="list-style-type: none"> create a tableau involving a teacher or P1, Year 8 or Year 14 pupil and discuss gesture and facial expression read extracts from <i>Our Day Out</i> and choose a character to waxwork and discuss in groups, freeze frame a specific moment from the play 	<ul style="list-style-type: none"> engage in tableau discuss characters from <i>Our Day Out</i> with reference to attitude, gesture and expressions ask and answer questions appropriately
Develop emotion through movement	Using waxworks, tableau and music	<ul style="list-style-type: none"> show range of tableaux exploring how it feels to be at a new school, expressing feelings such as cowering, shy, worried, eager, bright or happy use music to reflect different movements, for example slow, spiky or bold, and build a sequence in pairs of conflict or resolution work in groups to make a tableau of winning a race, receiving a prize or celebrating 	<ul style="list-style-type: none"> participate fully show effective movements from fear and apprehension to joy work in pairs and groups to build a range of appropriate tableaux comment on their own and others' work
Develop signs and symbols	Using tableau and still image	<ul style="list-style-type: none"> respond physically and vocally to colours, images or words such as fear, surprise, rage, joy, anger, boredom, sadness, calm or envy work in groups with an object such as a candle, walking stick, teddy bear or medal to create a tableau based on what the object symbolises, adding speech and movement 	<ul style="list-style-type: none"> read signs and understand symbolism respond to different words, colours and images create a tableau and work effectively in a group appraise their own and others' work

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Develop quality dialogue and story	Using improvisation and forum theatre	<ul style="list-style-type: none"> take on roles of residents, promoters, band or officials to resolve a problem such as a rock concert in a local venue develop a structured improvisation of short scenes to introduce, develop and resolve a scenario 	<ul style="list-style-type: none"> engage in quality dialogue take on and sustain a role work with others to structure a polished improvisation in logical story sequence reach a decision at the end of the improvisation
Develop facial expression and speech	Using images, thought tracking and improvisation	<ul style="list-style-type: none"> select a visual image, such as a photograph or magazine, reflecting specific expressions, for example happy, angry, bored, innocent, sly, confused or surprised, discussing expressions and assessing situations choose one expression and add a line of speech devise improvisation in groups, using opening line and facial expression 	<ul style="list-style-type: none"> develop characters through facial expressions evaluate use of mouth, eyes or face use effective facial expressions add appropriate lines of speech work effectively in groups to devise an improvisation
Develop character through gesture	Using mime and silent improvisation	<ul style="list-style-type: none"> respond to various lines such as 'Come here!', 'Look out!', 'Watch it!', 'Shake on it', 'I'm over here', using gesture use opening line to develop short improvisation in pairs repeat improvisation using only gestures and movement 	<ul style="list-style-type: none"> engage in all activities use effective gestures work effectively in pairs perform a silent improvisation

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Develop story structure	Using freeze frames	<ul style="list-style-type: none"> tell a story, such as a fairy tale, legend, novel or play, in groups in groups of 4 to 6, create 3 freeze frames showing the beginning, middle and end of the story 	<ul style="list-style-type: none"> share the telling of a storyboard identifying the beginning, middle and end demonstrate understanding of structure
Develop character with voice and movement	Using improvisation and opening scene from 'Romeo and Juliet'	<ul style="list-style-type: none"> work in pairs and convey aggression using voice only and then movement only in groups, look at Act 1 Scene 1, <i>Romeo and Juliet</i> (fight scene) rewrite the scene in modern language and present using voice and movement 	<ul style="list-style-type: none"> work effectively in pairs and groups evaluate their own and others' voice and movements engage in transferring script to modern context perform in character
Develop impact of voice on character	Using improvised script	<ul style="list-style-type: none"> speak words such as 'hello' or 'goodbye' as a grumpy teenager, an angry mother, a suspicious teacher or an insincere person in pairs devise a short improvisation, beginning with 'hello' and ending with 'goodbye' 	<ul style="list-style-type: none"> identify different characters by voice discuss how voice impacts on character create an improvisation evaluate their own and others' work
Develop rhythm	Using mime and movement	<ul style="list-style-type: none"> move slowly and quickly with and without resistance, for example in mud, gravity, pushing or lifting in pairs use slow motion to react to a line prompting an emotion, for example surprise, anger, sadness or frustration 	<ul style="list-style-type: none"> engage in basic rhythms associated with mime work become aware of body movements work effectively in pairs

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Develop movement when exploring themes from plays	Using freeze frames from <i>Our Day Out</i>	<ul style="list-style-type: none"> in pairs devise movement sequences of pushing, pulling, throwing or falling and build a domino effect with the whole class create freeze frames, in groups of 4 to 6, for the bus, shop, zoo or beach scenes from <i>Our Day Out</i> use slow motion movements to change the freeze frames 	<ul style="list-style-type: none"> use a range of different movements to convey themes discuss how well the scenes were illustrated employ a range of freeze frames use slow motion effectively
Develop movement sequences	Using motif (one movement) and canon (sequence of motifs)	<ul style="list-style-type: none"> use a simple prop such as a chair, umbrella or hat to create different motifs, for example putting on the hat (one motif) and freeze use music or drumbeats as they build several motifs into a story sequence, for example a chair becomes a park bench or struggling with an umbrella on a windy day 	<ul style="list-style-type: none"> use a prop creatively and effectively develop and present in unison or a canon of movements around the room evaluate their own and others' work
Develop script writing	Using prose and play extracts	<ul style="list-style-type: none"> review features of given extracts of a play or prose, in groups of 4 to 6, for example <i>Oliver!</i>, <i>Oliver Twist</i> or <i>Lord of the Flies</i> identify features of character names, directions, italics or new lines rewrite a simple story such as a fairy tale as a script – 10 lines each group 	<ul style="list-style-type: none"> understand layout difference of prose or script evaluate and discuss key features for a scripted play create a script in groups perform a script in groups for a complete story assess the success of each script

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Develop script into performance	Using music, sound effects, lighting and set	<ul style="list-style-type: none"> review a script they have written and add appropriate technical detail for performance 	<ul style="list-style-type: none"> understand how to work from page to stage for maximum effect
Develop script into performance	Using storyboard and improvisation	<ul style="list-style-type: none"> in groups of 4 to 6, storyboard a situation into an extended script develop 4 or 5 scenes on a topic such as bullying – at school, at home, at the bus stop or in the principal's office 	<ul style="list-style-type: none"> develop storyboarding skills understand viewpoints engage with appropriate script writing skills
Develop monologue and soliloquy	Using freeze frame, hot seating and thought tracking	<ul style="list-style-type: none"> develop an improvisation on a topic, for example a surprise party, joining a gang or going on a camping holiday use freeze frame, hot seating and thought tracking to develop characters include a monologue or soliloquy for each character 	<ul style="list-style-type: none"> engage fully with improvisation skills develop characters using appropriate strategies understand and write a monologue (other characters on stage) or soliloquy (alone on stage) for each character
Develop character background	Using tableau, hot seating and carousel	<ul style="list-style-type: none"> in pairs, read short duologues from <i>Our Day Out</i> in sequence around the room as a carousel and discuss character and background hot seat each character in a group organise a group family portrait or photo tableau 	<ul style="list-style-type: none"> develop deeper understanding of a character through hot seating respond appropriately to key questions in role organise a meaningful tableau with a group

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Develop discussion and viewpoint	Using tableau and improvisation	<ul style="list-style-type: none"> look at a social issue such as peer pressure form pairs, with pupil A persuading pupil B to do something they don't like in groups of 4 to 5, create a tableau reflecting group peer pressure and discuss a scenario develop a tableau into improvisation with outcome 	<ul style="list-style-type: none"> contribute to discussion and scenario and have an opinion engage in clear tableaux and improvisations evaluate their own and others' work
Develop decision making	Using conscience alley	<ul style="list-style-type: none"> read extracts from <i>Our Day Out</i>, freezing the action at a specific moment create a conscience alley for a character such as Mrs Kay, Mr Briggs, Carol or Reilly take on the role of a character that has to make a decision about what to do next, before looking at the text 	<ul style="list-style-type: none"> engage in conscience alley as a character and speak thoughts clearly discuss possible outcomes and review the text write a diary entry as a character
Develop skills into a performance with an audience	Using a lunchtime theatre show	<ul style="list-style-type: none"> devise a marketing strategy to sell their 20 minute lunchtime performance adopt roles including acting, technical and management make a charity donation 	<ul style="list-style-type: none"> take responsibility for their role and work as a team meet targets and evaluate the success of the project

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Develop trust	Using Guided Tour	<ul style="list-style-type: none"> form pairs, with pupil A leading pupil B, with eyes closed, through an imagined environment such as an underground cave or the Labyrinth of the Minotaur swap roles and discuss the journey 	<ul style="list-style-type: none"> engage in activity develop listening skills, senses and trust assess their feelings and reactions honestly use text or pictures as stimulus
Develop team work with whole class	Using improvised choral speaking	<ul style="list-style-type: none"> consider a topic such as water, Halloween, war or winter allocate different words and phrases to individuals, groups or whole class change the pitch, pace or volume and add gestures and sound effects, as appropriate 	<ul style="list-style-type: none"> engage with the activity suggest ideas for performance become part of a team and effectively deliver the allocated aspects of the poem
Develop group work	Using Newsround	<ul style="list-style-type: none"> create a documentary style presentation using studio headlines, news delivery, interviews, on-the-spot reporters or weather 	<ul style="list-style-type: none"> take on and develop a role research the background work effectively as a group
Develop tone of voice and register	Using 'Whose point of view'	<ul style="list-style-type: none"> select a news story about a murder and retell it from the point of view of the victim, lawyer, murderer or parent 	<ul style="list-style-type: none"> evoke different emotions through adopting a change in voice to tell the story

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Develop character detail through research	Using 'Mantle of the Expert'	<ul style="list-style-type: none"> research and discuss a topic such as excavating an ancient burial site or building a new supermarket take on roles with specialist knowledge such as scientists, archaeologists, historians, town planners or politicians, to debate their case through improvisation 	<ul style="list-style-type: none"> engage in thorough research for their role deliver information confidently use appropriate tone of voice for character
Develop subtext	Using Iceberg	<ul style="list-style-type: none"> form groups of 4 to 6 to explore an extract from a play such as <i>Blood Brothers</i>, <i>Our Day Out</i> or <i>Lord of the Flies</i> and draw a diagram of an iceberg write text above waterline and subtext below by speaking the lines from the extract 	<ul style="list-style-type: none"> engage in discussion about text understand difference in text and subtext speak lines from extract using different vocal tone, inflection, emphasis, pitch and pause
Develop different approaches to text	Using non-naturalistic theatre form	<ul style="list-style-type: none"> use music, movement and mime to explore meaning of a section of text from a play such as <i>A Midsummer Night's Dream</i> 	<ul style="list-style-type: none"> engage in more abstract approaches rather than literal expression and justify ideas
Develop sound and movement in performance	Using Physical Theatre	<ul style="list-style-type: none"> in groups, repeat extracts of text and include sound edits and stylised movements to tell a story, for example the story of Derek Bentley using <i>Let him Dangle</i> by Elvis Costello 	<ul style="list-style-type: none"> understand and explore issues and themes through physical expression where sound and movement replace literal or naturalistic action

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Develop whole class engagement	Using Forum Theatre	<ul style="list-style-type: none"> form groups to enact a scene, for example the scene before Duncan's murder in <i>Macbeth</i>, with the rest of the class taking the role of directors make suggestions, ask questions and change direction to alter the course of action 	<ul style="list-style-type: none"> take on roles as actors or directors ask appropriate questions, make suggestions or direct effectively to explore alternative outcomes
Develop alternative approaches to character	Using Character Transfer and improvisation	<ul style="list-style-type: none"> form groups to explore ideas for setting the scene or characters in a different location or period, for example Mr. Briggs from <i>Our Day Out</i> at home with his family or Kevin and Sadie from <i>Across the Barricades</i> during WWI improvise a new scene 	<ul style="list-style-type: none"> in groups, engage in transferring a situation to a new venue develop appropriate improvisations evaluate their own and others' work