

Boardworks KS3 Drama: Mapping to KS3 National Strategy Drama Objectives Bank from the Framework for Teaching English

In each year of the Framework there are objectives within Speaking and Listening which are under the heading of drama. These are listed below, but they are not the only objectives that can be addressed through drama. Dramatic approaches can be the most effective way to engage with other speaking and listening objectives and a range of reading and writing objectives, as well as objectives at word and sentence level.

Year 7 Objectives

Pupils should be taught to:

15. develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;
16. work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience;
17. extend their spoken repertoire by experimenting with language in different roles and dramatic contents;
18. develop drama techniques and strategies for anticipating, visualizing and problem solving in different learning contents;
19. reflect on and evaluate their own presentations and those of others.

Year 8 Objectives

Pupils should be taught to:

13. reflect on their participation in drama and identify areas for their development of dramatic techniques, e.g. keep a reflective record of their contributions to dramatic improvisation and presentation;
14. develop the dramatic techniques that enable them to create and sustain a variety of roles;
15. explore and develop ideas, issues and relationships through work in role;
16. collaborate in and evaluate the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.

Year 9 Objectives

Pupils should be taught to:

11. recognize, evaluate and extend the skills and techniques they have developed through drama;
12. use a range of drama techniques, including work in role, to explore issues, ideas and meanings, e.g. by playing out hypotheses, by changing perspectives;
13. develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists;
14. convey action, character, atmosphere and tension when scripting and performing plays;
15. write critical evaluations of performances they have seen or in which they have participated, identifying the contributions of the writer, director and actors.

Objectives	7.15	7.16	7.17	7.18	7.19	8.13	8.14	8.15	8.16	9.11	9.12	9.13	9.14	9.15
Shoplifting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
The Gresford Disaster										✓	✓		✓	✓
Shakespeare's Speeches	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
Being a Teenager										✓	✓		✓	✓
<i>Second Shepherds' Pageant</i>	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
<i>Blood Brothers</i> by Willy Russell										✓	✓	✓	✓	✓
A Journey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Fair Trade	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Masks	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
Theatre in Education	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓

Note: The units are not year specific but **The Gresford Disaster**, ***Blood Brothers* by Willy Russell** and **Being a Teenager** are probably more suitable for Year 9. **Masks**, **Shoplifting** and **A Journey** are perhaps the most suitable for Year 7.