

## Drama Curriculum Map Year 7

**INTENT:** In Year 7 pupils develop a range of skills through the medium of drama. They learn how to express themselves creatively, perform confidently, understand commitment to their role and to others and develop life-long social skills such as cooperation and communication. Through role-play they explore their own beliefs and opinions whilst developing understanding and empathy towards others. Pupils also learn about the history of theatre and how to enjoy drama and theatre as an art form, through script and the appreciation of the work of others.

### Key Stage 3: Group 4 - Year 7

Autumn 1 Drama	Autumn 2 Drama	Spring 1 Drama	Spring 2 Drama	Summer 1 Drama	Summer 2 Drama
<p><b>Group 4 (KS3)</b></p> <p><b>Introductory Unit</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Students will be learning multiple basic skills such as Groupwork activities, confidence, focus this will be done through contribution, directing, being Supportive of others works and performances.</p> <p><b><u>Teacher assessments</u></b></p> <p>Small Performances 1–2-minute scenes</p> <p>Multiple choice questionnaire based on the skills.</p>	<p><b>Group 4 (KS3)</b></p> <p><b>The Jungle Book show</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Teamwork and learning and remembering a script.</p> <p><b><u>End of unit test</u></b></p> <p>Performance</p>	<p><b>Group 4 (KS3)</b></p> <p><b>Pantomime</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Students will learn and understand Stylised Drama, they will understand the importance and the technique of engaging an audience through techniques.</p> <p><b><u>Teacher assessments</u></b></p> <p>Small Performances 1–2-minute scenes</p> <p>Multiple Choice questionnaire based on techniques.</p>	<p><b>Group 4 (KS3)</b></p> <p><b>Radio Play</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Students will learn a plethora of vocal skills, such as making soundscapes and working as a chorus which and understand how this is integrated into a performance.</p> <p><b><u>End of unit test</u></b></p> <p>Creating own sound scape 10-30 seconds long in groups or as an individual.</p>	<p><b>Group 4 (KS3)</b></p> <p><b>Page to stage</b></p> <p><b><u>Knowledge/learning</u></b></p> <p>Students will be studying Scripted Drama as well as stage directions and how to effectively communicate a character.</p> <p><b><u>Teacher assessments</u></b></p> <p>Teacher Assessment based on multiple choice test</p>	<p><b>Group 4 (KS3)</b></p> <p><b>Musical Theatre</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Students will take part in a full school show which they will participate whether it be through lighting, directing, sound or acting.</p> <p><b><u>End of unit test</u></b></p> <p>Performance</p>

**SMSC / FBVs:**

Creative thinking and innovation inspires undiscovered talents leading to self-confidence and belief in abilities. Creative instincts. Wider impacts on the environment when improvising and devising their own piece.

Sustainable thinking; Self-regulation of behaviour; responsibility for one another through health and safety practice and whilst understanding space and limits. Understanding the need to follow rules and instruction when using props and working as a team. Conversations about the work we do through self & peer assessment; constructive criticism and respecting opinions especially when adding directing. Understanding different theatre culture backgrounds and influences from around the world. Creating work that specifically matches different genres and cultures as well as world issues and history.

**ICT:** Research for projects. Lesson presentation; interactive whiteboard and video.

## Drama Curriculum Map Year 8

**INTENT:** In year 8 pupils continue focus on the development of their range of skills through the medium of drama. They develop their creative talents further, perform confidently, and refine their life-long social skills such as cooperation and communication. Building upon Year 7, pupils continue to learn about the origins and contexts of drama. The enhancement of their study of the subject will inform their practical work whilst learning the vital key skills required for success in GCSE drama.

### Key Stage 3: Group 3 - Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drama	Drama	Drama	Drama	Drama	Drama
<p><b>Group 3 DT (KS3)</b></p> <p><b>Comedy and Mime</b></p> <p><u>Knowledge/Learning</u> Students practically explore the world of Comedia Del Arte &amp; comedy mime. Looking at modern day examples like Mr Bean and E.T the mime, students will work in pairs to Mirror,</p>	<p><b>Group 3 DT (KS3)</b></p> <p><b>The Jungle Book show</b></p> <p><u>Knowledge/Learning</u> Teamwork and learning and remembering a script.</p> <p><b>End of unit test</b> Performance</p>	<p><b>Group 3 DT (KS3)</b></p> <p><b>Scripted Plays</b></p> <p><u>Knowledge/Learning</u> The terrible fate of Humpty Dumpty (Practically explore the themes of the play. Understand the different types of bullying and the impact they have on others. Select and apply</p>	<p><b>Group 3 DT (KS3)</b></p> <p><b>Exploring social issues through Drama</b></p> <p><u>Knowledge/Learning</u> Scene 11: The first time Terry is bullied by the gang - To interpret a script, identifying key moments. To rehearse a scripted performance,</p>	<p><b>Group 3 DT (KS3)</b></p> <p><b>Horror and Tension</b></p> <p><u>Knowledge/Learning</u> To use a range of drama skills and strategies to develop storytelling. Work both independently and as part of a group and use elements of drama and the drama medium to show</p>	<p><b>Group 3 DT (KS3)</b></p> <p><b>Musical Theatre</b></p> <p><u>Knowledge/Learning</u> Students will take part in a full school show which they will participate whether it be through lighting, directing, sound or acting.</p>

<p>down, and narrate their partner to create a short piece of comedy for their class. The focus will be on Posture, Gesture and Facial Expression, as well as the fundamentals for creating and devising comedy.</p> <p><u>Teacher assessments</u></p> <p>AC1 (PRACTICAL ASSESSMENT): 1 week</p>		<p>physical skills, movement skills and vocal skills appropriately to communicate characters at different ages. Learn and apply rehearsal techniques such as Marking the Moment, Vocal collage, and Conscience alley to improve their work.)</p> <p><u>Teacher assessments</u></p> <p>AC3 (PRACTICAL ASSESSMENT): 1 week</p>	<p>learn lines and working as an ensemble using a range of rehearsal techniques to mark key moments:</p> <p><u>End of unit test</u></p> <p>AC4 (WRITTEN &amp; Practical EVALUATION ASSESSMENT)</p>	<p>tension and create believable characters. To develop understandings of physical theatre and use effectively in a performance. To evaluate own and others work, using subject specific vocabulary, enabling work to be improved. To improve and extend the use of spoken English during whole class, group, and paired discussion. Speaking and listening.)</p> <p><u>Teacher assessments</u></p> <p>AC5 (PRACTICAL ASSESSMENT): 1 week</p>	<p><u>End of unit test</u></p> <p>Performance</p>
<p><b>SMSC / FBVs:</b> Creative thinking and innovation inspire undiscovered talents leading to self-confidence and belief in abilities. Creative instincts. Wider impacts on the environment when improvising and devising their own piece.</p> <p>National Curriculum Assessment Objectives:</p> <p><b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance.</p> <p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others. • Studying setting, plot and characterisation, and the effects of these • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • Role-play and other drama techniques to help pupils to identify with and explore characters.</p> <p><b>ICT:</b> Research for projects. Lesson presentation; interactive whiteboard and video.</p>					

## Drama Curriculum Map Year 9

**INTENT:** The focus this year is to ensure that students are prepared for the demands of GCSE course. Students learn about key practitioners, styles and genres. They are provided with the opportunity to experiment and explore with styles. This year enables the students to discover their own strengths in performance, directing and devising. Students continue to learn that positive working relationships when working collaboratively is key to successful learning outcomes.

### Key Stage 3: Group 2 - Year 9

Autumn 1 Drama	Autumn 2 Drama	Spring 1/Spring 2 Drama	Summer 1 Drama	Summer 2 Drama
<p><b>Group 2 (KS3)</b></p> <p><b>Monologues and Exploration of script</b></p> <p><b><u>Knowledge/ Learning</u></b></p> <p>Students are given an individual monologue to read, learn and perform. They will explore and develop their characterisation skills practically and via written tasks in lessons/ as homework using a variety of role development techniques. <b>STYLE: Brechtian</b> <b>GENRE: Various</b></p> <p><b><u>Teacher assessments</u></b> Practical performance and written evaluation.</p>	<p><b>Group 2 (KS3)</b></p> <p><b>The Jungle Book show</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Teamwork and learning and remembering a script.</p> <p><b><u>End of unit test</u></b> Performance</p>	<p><b>Group 2 (KS3)</b></p> <p><b>Devising from a stimulus – Making a devised piece</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Use of image, song &amp; quote as stimuli for the creation of an original piece of Drama as part of a collaborative effort. Emulates GCSE structure and format, including Devising Log. Students are encouraged to experiment with different styles/ genres and practitioner influences. <b>STYLE: Various inc. Brechtian. GENRE: Various</b></p> <p><b><u>End of unit test</u></b></p> <p><b>Assessment week (w/b 24th Feb 2023)</b> Practical performance and written devised log.</p>	<p><b>Group 2 (KS3)</b></p> <p><b>Cyberbullying and Boal</b></p> <p><b>Devised practitioner based.</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Using objects and current themes including elements of bullying and Cyberbullying as stimuli, students will explore key issue through the theories and methods of Boal which questions morality, consequences, and the impact of choice. Students devise performances based on the issues with a variety of outcomes presented. There is an option to extend into Theatre in Education, creating an educational performance for a younger target audience based upon</p>	<p><b>Group 2 (KS3)</b></p> <p><b>Musical Theatre</b></p> <p><b><u>Knowledge/Learning</u></b></p> <p>Summer Show: Students will learn key musical theatre skills through script reading, dance and singing for their summer show. Students are still expected to make the piece their own and learn to embody their character through various techniques. <b>Genre: Musical Theatre</b></p> <p><b><u>End of unit test</u></b> Performance</p>

			<p>how to combat bullying/ cyberbullying. <b>STYLE: Forum Theatre/For TiE GENRE: Social Drama/ Educational</b></p> <p><u>Teacher assessments</u></p> <p>Practical performance and written evaluation.</p>	
<p><b>SMSC / FBVs:</b> Creative thinking and innovation inspire undiscovered talents leading to self-confidence and belief in abilities. Creative instincts. Wider impacts on the environment when improvising and devising their own piece.</p> <p><u>Overview:</u> The focus for the first part of Year 9 is individual and small group script work moving onto an exploration of secondary (stage 2) practitioners and genres. The skills that are learnt by studying Drama are invaluable in later life. For example, being able to speak and present confidently in front of people, and the skill of planning that is required in any production, are useful in many careers. Drama can be a good basis for any career.</p> <p>National Curriculum Assessment Objectives:</p> <p><b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance.</p> <p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others. • Studying setting, plot and characterisation, and the effects of these • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • Role-play and other drama techniques to help pupils to identify with and explore characters.</p> <p>Research for projects. The use of video to record processes. Lesson presentation; interactive whiteboard and video.</p>				

