



# Curriculum Map

## Subject: Drama

## Year group: 7

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>The Drama Toolkit/Introduction</b> Students know what our expectations are in Drama. Students understand basic theatre conventions	<b>Engaging Storytelling</b> Students will discover interesting ways to engage their audience primarily through the use of voice to begin with and then physicality	<b>Silent Movies</b> Students will explore the Silent Film era, specifically learning what a silent movie is and how they are different to theatre today	<b>The Haunted House</b> Students will know what devices can be used to create mood, tension and atmosphere	<b>Stimulus</b> Students will explore a range of stimuli that will be used as a starting point to create original pieces of theatre.	<b>Superheroes and Villains</b> Students will know what makes a person ‘good’ and ‘bad’. They will explore courageous acts of bravery and what makes a believable character in unbelievable circumstances
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<b>The Drama Toolkit</b> Students will be able to use the following drama conventions in performance, including: still image, thought aloud, hot-seating. Students will be able to create sustainable and believable characters	<b>The Drama Toolkit</b> Students will know how to use their voices to create performances that will engage their audience throughout the duration of a play. Students will know how to play different age groups successfully	<b>The Drama Toolkit</b> Students will know how to use Silent Film conventions such as slapstick, mime, placards and exaggeration to keep their audience entertained	<b>The Drama Toolkit</b> Students will know how to build tension through the use of light, sound and staging. Students will know how to use their voice and physicality to create mood and atmosphere	<b>The Drama Toolkit</b> Students will learn how they can use a stimuli to devise theatre. They will know how to make links between the stimulus material and final performance.	<b>The Drama Toolkit</b> Students will know how to use flashback, split-scene, flash-forward, sculpting techniques and slow motion.
<b>Key Questions</b>	How can we use hot-seating to help us build a character? How can we use a still image or thought aloud to find out more information about a character? Why is team-work so important in Drama?	How can you use ‘pause’ within your speech to engage your audience? Why is it important to enunciate words carefully? How can we experiment with pace to show a characters’ feelings?	Why do you think Silent Movies were still popular even though there are no spoken words? Why is the use of music particularly important in creating comedy?	How can mood and atmosphere be created through different design aspects (lighting, sound, staging, costume, props) How can you use voice to create tension?	What do you want your audience to learn from your piece of theatre? Why do you want them to feel a certain way? How will you be able to ensure this response?	Can you manipulate the audience to believe something is good or bad? How can you use drama conventions to experiment with super-natural powers?
<b>Assessment</b>	Collaborative group assessment based on final performance of half term (must be sustained/believable)	A nativity play that demonstrates students understanding of playing a specific age group (characterisation skills)	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of Silent Movies/Film as a style of theatre	A performance that successfully builds atmosphere, mood and tension (use of voice, physicality and timing)	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of basic drama toolkit conventions from Year 7
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity	Collaborative, Confidence, Resilience, Tolerance, Initiative, Cultural appreciation	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Literacy (poetry and prose)	Collaborative, Confidence, Resilience, Tolerance, Initiative, Aspiration



# Curriculum Map

Subject: Drama

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>Commedia Dell’arte</b> Explore traditional 16 <sup>th</sup> century theatre by learning about stock characters, conventions and characteristics and style of Commedia Dell’arte	<b>TV and Radio</b> Explore what form and genre is and how it can be used through the medium of TV and Radio	<b>Physical Theatre</b> Understand different techniques used, such as body as a prop, exaggeration and the physical scale.	<b>Comedy</b> Know how to use comedic techniques to engage audiences. Understand how comic devices such as timing, rules and slapstick can be used to create comedy	<b>Making a Change</b> Understand how and why theatre can be used to make a change. Explore political theatre and how to affect/manipulate your audience	<b>The Holiday</b> To develop the same character over the course of the half term. To learn the importance of sustainable and believable characters by building a character from given circumstances
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<b>The Drama Toolkit:</b> Know how to use Commedia Dell’arte conventions to create traditional pieces of theatre. Know how to show stock characters, including Masters, Lovers and Servants	<b>The Drama Toolkit:</b> Know how TV and Radio can be produced to entertain audiences. Know how to create a successful monologue.	<b>The Drama Toolkit:</b> Know how to construct a piece of Physical Theatre, recognising that this style does not just encompass dance and drama, but instead how we use our bodies to create characters/objects	<b>The Drama Toolkit:</b> Know how to use timing to your advantage when creating comedic performances	<b>The Drama Toolkit:</b> Know how to create performances that engage audiences on an emotional and thought-provoking way	<b>The Drama Toolkit:</b> Know how to build a character, considering given circumstances that will affect the characters’ emotions, physicality, voice and interaction with other characters
<b>Key Questions</b>	How can we immediately recognise the relationship between stock characters? How is Commedia Dell’arte relevant now?	How do we identify the form/genre of TV and Radio? Why is voice so important when creating performances that engage audiences?	Why is the term Physical Theatre used to describe more than just a style of theatre?	How can you use timing and cues in performance to ensure your audience has the best response to the comedy created?	Why is theatre more powerful when it has an important message? Why should theatre make audiences think rather than feel?	What makes a character believable? Why is it important to invest in characters? Why is corpsing a challenge?
<b>Assessment</b>	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of key terminology, stock characters and conventions.	Performance of channel-hopping piece to test understanding of form and characterisation.	Performance of ‘Little Red Riding Hood’ physical theatre piece, using at least three different conventions.	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of key terminology.	Collaborative group assessment based on work produced over the half term (must be sustained/believable)	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative, Literacy (through use of style specific vocab)	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Aspiration, Literacy (through the use of style specific vocab)	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation	Collaborative, Confidence, Tolerance, Initiative



# Curriculum Map

Subject: Drama

Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b> <i>Declarative Knowledge – 'Know What'</i>	<b>Purpose and Creation of Theatre</b> Explore the beginnings of making theatre through the use of <b>status, plot and narrative, stage directions and staging configurations</b> . These skills provide Year 9's with a strong platform for devising their own work (preparation for the demands of GCSE Drama)	<b>The Curious Incident of the Dog in the Night-time</b> In preparation for GCSE Drama, students will explore <b>The Curious Incident</b> and will know 'what' to expect for 'Presenting and Performing Texts' (OCR)	<b>Back in Time</b> Students will learn about the history of where theatre began from <b>Greek Theatre, to Medieval Morality Plays, to Shakespeare</b>	<b>Influential Individuals</b> Students will learn about key theatre practitioners and their methods of creating theatre. Students will know who <b>Stanislavski, Brecht and Artaud</b> are and the styles of theatre they are famed for.	<b>Modern Theatre</b> Students will learn about modern theatre companies to develop a broader knowledge of how contemporary theatre is created. Students will know what a theatre company is and how collaborative efforts can produce productions. These include <b>Frantic Assembly, Punchdrunk and Kneehigh Theatre Company</b> .	<b>Devising from Stimuli</b> In preparation for GCSE Drama, students will know what a <b>stimuli</b> is and how they can be used to <b>devise</b> theatre. Students will know 'what' to expect for 'Devising Drama' (OCR)
<b>Skills</b> <i>Procedural Knowledge – 'Know How'</i>	<b>The Drama Toolkit:</b> Know how to create performances that manipulate the actor/audience relationship	<b>The Drama Toolkit:</b> Know how to interpret a script for performance. Know how to use blocking/stage planning to bring a script to life.	<b>The Drama Toolkit:</b> Know how to use specific conventions in order to create and identify a genre/style of theatre (use a chorus, projection, 'everyman', asides, duologues, monologues)	<b>The Drama Toolkit:</b> Know how to apply key practices of theatre practitioners in their work (objectives/super-objectives, Verfrumdungseffekt, symbolic theatre)	<b>The Drama Toolkit:</b> Know how to apply key practices of modern theatre practitioners in their work (chair duets, physical theatre, use of song, use of puppetry)	<b>The Drama Toolkit:</b> Know how to use any stimuli to create a performance. Know how to link their ideas back to the stimulus. Know how to work as a group to devise theatre.
<b>Key Questions</b>	What is the difference between plot and narrative? Why is it important to consider your stage status? Why are stage directions important when creating drama?	What challenges have you faced in using script? How did you overcome these problems? Why is stage blocking so important?	How does Greek Theatre/A Medieval Morality Play/Shakespeare relate to modern theatre? Is there anything we can learn from historical styles of theatre and use now?	How does the work of key theatre practitioners influence modern drama today? How can you apply objectives/super-objectives when creating a character from now on?	How do theatre companies work collectively to produce pieces of drama that engage modern audiences? Are there any techniques you could apply in the next unit when you devise theatre?	What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama?
<b>Assessment</b>	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of how all areas of this unit can be used in future devising.	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.	Performance that uses a traditional theatre convention (This can be based on any of the topics).	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of the key methodologies of influential practitioners.	Performance that uses a convention from any of the theatre companies explored.	Collaborative group assessment and final performance of devised piece.
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Aspiration (to GCSE and beyond)	Collaborative, Confidence, Tolerance, Cultural appreciation	Collaborative, Confidence, Resilience, Tolerance, Initiative, Cultural appreciation	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Aspiration (to GCSE and beyond)	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation, Aspiration (to GCSE and beyond)