

FORMBY HIGH SCHOOL KS3 CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL
 DRAMA DEPARTMENT September 2018



		KNOWLEDGE			SKILLS	
YEAR 7		Health and Safety requirements Theatre History Understanding of stage space Characterisation Structure of a plot Structure of a script Advertising conventions Performance expectations			Drama and acting techniques Group work and collaboration Use of script Mime Tableaux Spatial-Awareness Transitions Characterisation Character profiling Performance Use of voice Improvisation Voice projection Script-writing Learning lines Evaluation and reflection	
		Autumn 1 'Baseline'	Autumn 2 'Greek Theatre'	Spring 1 and 2 'Hats'	Summer 1 and 2 'Nursery Rhyme News'	Homework
	Content	Understanding of Health and Safety requirements in a drama space Understanding performance expectations Becoming aware of the stage space Exploration of script	History of Greek Theatre Greek Theatre conventions Greek playwrights and their plays The story of Medea by Euripides Advertising a play	Exploration of an actor's characterisation process Structuring and performance of a piece of devised work	Cumulative skill development Understanding of how to structure a news broadcast on stage Development of characterisation and use of stage space	Rules poster Medea poster Improvisation Review Sheets Research and summary of nursery rhyme
	Skills	Group work and collaboration Use of script Mime Spatial awareness Transitions Characterisation Improvisation Voice projection Script-writing Learning lines Evaluation and reflection	How to advertise a production Group work and collaboration Use of props/costume Use of tableaux/still image Spatial awareness Transitions Characterisation Improvisation Voice projection Effective rehearsal Working with a stimulus Evaluation and reflection	Using a stimulus Using stereotypes Use of body language, gesture, movement and facial expression Use of voice Group work and collaboration Sustaining a role Transitions Character profiling Characterisation Improvisation Evaluation and reflection	Manipulation of a text Script writing Group work and collaboration Language of the role Use of a split-stage Transitions Characterisation Improvisation Use of tableau Evaluation and reflection	
	Assessment (PRP)	Students work in groups to develop, script and plot; adding scenes, situation, location and extra characters. Prepare, rehearse, learn lines and perform.	Students to select section of Medea story to develop into a polished improvisation. Prepare, rehearse and perform.	Using a hat as a stimulus, create a character and use in performance. Prepare, rehearse and perform.	Create a performance using a news broadcast and nursery rhyme as a stimulus. Prepare, rehearse and perform.	

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		KNOWLEDGE			SKILLS	
YEAR 8		Health and Safety requirements Theatre history Understanding of stage space Characterisation Notation of stage combat Structure of a plot Structure of a script Advertising conventions Performance expectations Script Analysis			Group work and collaboration Use of stage combat Drama and acting techniques Use of voice Portrayal of realistic characters Character profiling Choreography of stage combat Transitions Thought tracking Scene selection Effective use of stage space Learning lines Working from page to stage Blocking a piece of work Evaluation and reflection Page to Stage	
		Autumn 1 'Soundscape'	Autumn 2 'Moral Dilemma'	Spring 1 and 2 'Stage Combat'	Summer 1 and 2 'Terrible Fate of Humpty Dumpty'	Homework
	Content	Life in the trenches during World War One What is a soundscape? The concept of ensemble Awareness of plot structure Awareness of creation of tension	History of Medieval Theatre What is a moral dilemma? Exploration of social, cultural, spiritual issues Awareness of plot structure	Awareness of specific Health and Safety aspects Realism Stage Combat	Develop awareness of script work, from page to stage Develop understanding of the characters and major themes of the play	Research and summary on World War One Improvisation Review Sheets Character profile
	Skills	Using research to support the creation of dramatic work Using voice and found items to create effect Creating a soundscape Group work and collaboration Delivering plot through sound Communicating ideas without dialogue Improvisation Evaluation and reflection	Group work and collaboration Use of thought tracking Use of tableau/still image Use of vocal and physical acting skills Characterisation Improvisation Development of plot Effective use of transitions Delivery of work with a message Evaluation and reflection	Using safe practices Group work and collaboration Use of stage combat Choreographing stage combat Use of eye contact Use of proxemics Creating and developing tension Effective use of stage space Blocking a piece of work Evaluation and reflection	Group work and collaboration Use of stage combat Portrayal of realistic characters Character profiling Transitions Scene selection Effective use of stage space Learning lines Working from page to stage Blocking a piece of work Evaluation and reflection	
	Assessment (PRP)	Students create a group soundscape. Prepare, rehearse and perform.	Students create an improvisation that explores moral dilemma and the consequences of the action taken. Prepare, rehearse and perform.	Students create a performance using choreographed combat skills. Prepare rehearse and perform.	Students perform selected scenes using realistic acting style and clear transitions.	