

# KEY STAGE THREE CURRICULUM KNOWLEDGE AND SKILLS MAP

# SUBJECT: Drama

		KNOWLEDGE			SKILLS		
<b>YEAR 7</b>		<p>Origins of Drama Greek Theatre - context Stage Directions and properties Theatre Terminology Drama Terminology Stereotypes Mime Exploration of a play text Use of stage</p>			<p>Self-Confidence Group- Confidence Improvisation Characterisation Social Skill Evaluation of self and peers Voice projection Script Work Line Learning Communication Mime Skills Acting skills Pronunciation Collaboration Use of stage Evaluation</p>		
		<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>	<p>Introduction to Drama and the space. Distribute exercise books and marking scheme, explain to class – see intro sheet. Walk the space. Explain the rules of Drama. Students write summary list in books, design a poster explaining the rules or a rule for display–H/W Mime. Discuss importance of body language and use of facial expression. Basic demonstration. Class form circle, each student to think of something they're good at, enter circle, mime and class guess. 'Box' game- circle- students to pass an imaginary box, open and take an object out, mime using the object, class guess/evaluate, actions used to emphasise mime.(other mime tasks as fits the class) Explain stage areas, using, game student's draw stage into books. Base Line assessment task: Creating a piece of work from a starter script, developing ideas for plot continuation, prepare and perform in groups. Review.</p>	<p>Introduction to Greek Theatre. Class read the sheet, class discussion, postcard, pictures of amphitheatre, etc. Complete comprehension questions, class to mark, teacher collects marks. Theatre History, interpreting ideas and creating a plot structure. Whole class read the story of "Medea". Discuss plot, character and motivation. Choose a section to prepare for performance in groups, can be modernized, must be entertaining but we should recognize the section of the story. Rehearse, develop and perform. Evaluate own work and others. (what my teacher said) review sheet. Medea theatre poster for H/W understanding of requirements/ structure and literacy.</p>	<p>Reintroduce mime, for characterisation and improvisation. Discuss use of mime, stereotyping and dialogue. Whole class activities –Leading with parts of body, creation of belief, using face and body. Mime old people, teenagers etc. in pairs add dialogue to old people getting up to explore characterisation. Evaluate. HATS. Use a hat to create a character. Provide each student with a hat; in circle individually create suitable character using body language. Draw hat in books with explanation of how character-moves, gesture, adjective, speak etc. In groups of 4/5, create a polished improvisation incorporating the hats. Plan ideas and structure for plot in books. Rehearse and perform. Evaluate. review.</p>	<p>Nursery Rhyme news. Discuss use of Nursery Rhymes as a stimuli. Research and find a nursery rhyme, use to create an interpretation to extend- written homework. Share ideas and stories. Choose a nursery rhyme in groups of five, create a news broadcast. Explain anchor, interviewer, witness etc. fully explore characters involved and sustaining role, look at powerpoint. Plan in books, cast, rehearse in groups, exploring use of stage, characters and transitions. Perform and present to class, evaluation and review.</p>	<p>Introduction to the text. Give out parts to class. Discuss use and identification of stage directions and parts of stage. Begin reading scene1/2, discuss ideas as they arise, revisit parts of the stage. Explain addressing the audience and blocking in. Continue reading text. Provide list of words to find meaning with defining sentence H/W. Using the graveyard scene, in-groups of 2/ 3 prepare and present an impro of the opening scene in a dramatic way to class. Think about what Johnny and Wobbler would talk about, make it realistic. Review, evaluate. Continue reading text and discuss events as arise – nursing home experiences, pals regiments, mass deaths etc. Box of memories. In pairs 1. Grandparent. 2. Child – imagine a box with items: photos, medals, jewelry, certificates etc discuss memories evoked by items – create an impro of the meeting with grandparent and child, open the box and tell the stories behind the memories, use impro/ flashback memories -emotions. Review/ evaluate.</p>	<p>The public meeting'. Recreate a public meeting using a topic / issue agreed by group, research, discuss relevant topics. In-groups of 4/5 prepare and present to class. Explain use of; chair, crowd, and delegates. Evaluate. Continue reading. Discuss ideas as arise. Create a set design of the graveyard, label and colour. Read on text to end. Extension tasks: Discuss idea of the afterlife – Heaven / Hell. Write down your ideas of what they are like. Discuss play as a whole, review. Watch video of live performance. Evaluate. Create a new cover for the text, make it eye catching and imaginative, add blurp, price, author etc.</p>

	<b>Skills</b>	<p>Listening, Understanding of importance of rules, collaboration, awareness of the marking scheme, writing and design of poster, responding to feedback.</p> <p>Mime body language, facial expression, confidence building, responding, learning lines, script writing, rehearsal, use of voice, acting skills, listening and evaluating, breaking the ice.</p>	<p>Reading, writing, listening, responding, placing Drama in time, understanding of style and information retrieval. Responding to text, group work, collaboration, confidence, use of imagination, creativity, leadership, preparation, use of body and voice, use of space, evaluation, and review.</p>	<p>Listening, body language, movement, mime, use of voice, impro, pace, stereo typing, creating a role, pair work, collaboration and leadership, confidence. Evaluation, peer analysis.</p> <p>Use of props, body and voice skills, creation of character, stereotyping, listening, group work, cooperation, responding and evaluation. Written communication, literacy skills.</p>	<p>Listening, responding, role within a role, interviewing, role-play, planning, language of the role, characterisation, sustaining a role, group work, collaboration, impro, narration, collaboration, acting skills, confidence, use of stage, awareness of stage and audience, evaluation.</p>	<p>Use of imagination, use of voice, movement, mime, improvisation, characterisation, pair work, negotiation, dialogue, evaluation. Listening, responding, dramatic reading, awareness of stage directions, introduction to character, voice projection.</p> <p>listening, responding, reading, blocking, spatial awareness, stage conventions, dramatic reading, research / use of dictionary.</p> <p>Movement, creation of atmosphere, language of the role, fixing space and spatial awareness, blocking in, use of voice and body, evaluation.</p> <p>Dramatic reading, evaluation, listening, responding, character analysis, research and info retrieval.</p>	<p>Negotiation, impro, group work, research, developing a role, listening, spatial awareness, understanding of form/style, use of voice and body, evaluation.</p> <p>Understanding of set design requirements, blocking in, listening, dramatic reading, use of stage directions.</p> <p>Dramatic reading, confidence, collaboration, awareness of current affairs, discussion, writing, listening, review.</p> <p>Info retrieval, summary and preparation.</p> <p>self-evaluation.</p>
	<b>Assessment</b>	<p>Written mark for poster. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written mark for poster. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written mark for H/W. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written mark for H/W. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written mark for H/W. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>

A Theatre Trip or opportunity to see and respond to live theatre may also be present but depends on calendar, time, exams etc

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YEAR 8		<p>A soldiers Life and how to explore dramatic potential            WW1 Poetry and how to use it in dramatic work            Theatre of the Medieval era            Theatre Terminology            Drama Terminology            Status/Levels/Body Language            Reading Live Theatre            Sound scaping            Theatrical conventions            Theatre stage styles</p>			<p>Sounscaping            Use of voice to create meaning            Improvisation            Plot structure            Performing in a restricted space            Stage Combat            Characterisation            Voice projection            Working from a stimulus            Devising            Social Skills            Use of gesture and body language            Peer and self-assessment            Collaboration            Listening            Evaluation            Research</p>		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Content	<p>Introduction- Welcome to year 8, discuss expectations. Give out progress/ attainment sheets.            Introduction to the WW1 period            Explain historical and social background of period. Read info sheets with class – show powerpoint on            Trench warfare read sheets and discuss. Watch Somme video and discuss conditions, experiences of soldiers to gain understanding.            Sound scaping– discuss possible sounds needed to create atmosphere of battlefield. Listen to Somme video, list sounds heard and share.            In groups create sound scape of a soldiers story/day from beginning to the end of his war, use sounds in dark for aural story and create atmosphere. Evaluate each others work. Review sheet and teacher mark/ peer mark. H/W research an area of WW1 that interests you- write in books.</p>	<p><b>Extension or alternative task.</b>            In groups, use your soundscape plot, in rehearsal use movement, characterization, Drama skills etc to bring your soldiers story to life in performance.            Present performance to class with sound and props etc.            Evaluate. review sheet, (optional - Create a post card home that describes your experience in the trenches.</p>	<p>Introduction to theatre history in UK. Medieval period. Class discussion. Read sheet on Medieval Theatre with class; discuss ideas as arise, complete question sheet and peer mark, teacher records marks.            H/W find an interesting bible story, summarise with illustration. Discuss Bible stories, several students read theirs out. (Design a cart for a cycle of a Mystery play, using the stories, onto A4 extra H/W)            Discuss Bible stories.            In-groups of 5, prepare a performance of a selected bible story using restricted space. Discuss use of narrative, music, physical theatre, dance, song etc. make it relevant to your audience. Rehearse, collaborate and present to class for evaluation.            Review sheet and oral evaluation.</p>	<p>Introduce topic, class discussion of meaning of: moral, dilemma, conscience, consequence and scenario– notes given. Class discussion and model story.            Class provided with scenario, ‘pensioners purse’, for discussion. In threes, practical improvisation, good/ bad angel, finder. Return or keep purse, both sides of argument, make a decision based on persuasion of angels. Class as jury.            Provide task- to create scenario and develop into a plot for a short play to highlight moral dilemma’s. At point of dilemma add Still image, tableau, use thought tracking to explore the situation for all characters and then show consequences. Perform and evaluate.            Review sheet.</p>	<p>Stage combat – explain health and safety elements to class- ‘ready’, focus etc            Teach 3 movements- punch, strangle and hair pulling.            Create brief scene choreographing these movements. Explain how these can be incorporated into theme.            Intro. Topic, Characteristics of bully / victim - use A3 to collate ideas, mindmap / diagram , define types of bullying, verbal, physical, emotional, cyber. Create still image of bullying situation using given type in groups.- Thought track characters- what do you feel about each character/situation and why? etc. group share and reflect review and evaluate.</p>	<p>Read news article on Brendan Flynn. Discuss the elements of bullying, the situation, timeline and consequences.            Create 5 still images to show the timeline of events leading to his death.            Create living newspaper/report to explore bullying story, possibly from bully or victim situation and circumstances.            Rehearse and prep for performance. Perform. Evaluate own work and others.  <b>Extension :</b> Create a written newspaper report on a bullying incident</p>

	<p style="text-align: center;"><b>Skills</b></p>	<p>Listening, dramatic reading, responding, awareness of context, historical background, propaganda, awareness of characters and movement. Following instructions, group work, awareness of character, oral evaluation. collaboration, imagination, awareness of atmosphere, sound-scaping, listening and responding, evaluation.</p>	<p>Awareness of media conventions, narrative, group work, communication with audience, preparation, use of movement, collaboration, acting skills, awareness of audience, scriptwriting, review and evaluation.</p>	<p>Awareness/ knowledge of context, historical /religious background, listening, responding, group work, negotiation, body and voice skills, communication, research, sustaining a role, staging, blocking, mime, collaboration, imagination, creativity, improvisation, narrative, spatial awareness, pace, plot, characterisation, evaluation.</p>	<p>Listening, responding, understanding of theme, conventions, structure, group work, discussion, language of role, persuasive action, presentation of an issue, collaboration, Negotiation, body and voice skills, sustaining a role, impro, narrative, spatial awareness, pace, plot, characterisation, evaluation.</p>	<p>Stage combat, Listening, responding, understanding of theme, group work, discussion, language of role, persuasive action, presentation of an issue, awareness of conventions. Negotiation, body and voice skills, sustaining a role, impro, narrative, spatial awareness, pace, plot, characterisation, thought track, tableaux, peer evaluation.</p>	<p>Listening, responding, group work, negotiation, body and voice skills, sustaining a role, impro, spatial awareness, pace, plot, tension, characterisation Evaluation, written communication, literacy skills.</p>
	<p style="text-align: center;"><b>Assessment</b></p>	<p>Written H/W task. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others</p>	<p>Written H/W task. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written H/W task. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written H/W task. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>	<p>Written H/W task. All assessment comes in the form of performances of work with regular peer and teacher feedback. Each topic is concluded with evaluation (verbal and written) of self and others.</p>

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