

# KEY STAGE THREE CURRICULUM MAP

# YEAR 7

## SUBJECT: DRAMA

<b>YEAR 7</b>	<b>Curriculum Related Expectations</b>	<b>KNOWING WHAT (Information, facts &amp; content)</b>			<b>KNOWING HOW (Methods and processes)</b>		
		<ul style="list-style-type: none"> <li>Understand and demonstrate the fundamental group skills necessary for creating meaningful drama (listening, observation, reflection, concentration, and co-operation)</li> <li>Understand how the use of space, voice and movement can communicate general meaning in drama and evaluate that use.</li> <li>Demonstrate the ability to devise drama and create credible characters is developing over time.</li> <li>Structure drama which has a clear beginning, middle and end.</li> <li>Develop a basic understanding of technical elements within a theatre and how it can enhance a performance (lighting and sound)</li> <li>Understand a variety of styles and genres.</li> <li>To begin to develop a broad knowledge of theatre including classical, theatre in education and modern texts.</li> </ul>			<ul style="list-style-type: none"> <li>Drama is split into 3 core strands: making, performing, and responding. All three skills have equal weighting and are assessed throughout the year in equal measure.</li> <li>Students will work in mixed groups of various sizes (including pairs); through this work they should develop negotiation skills and the ability to make decisions as part of a group.</li> <li>Develop a basic set of practical skills: vocal, physical and stagecraft through participation in teacher and student led activities. These will be built upon throughout KS3. This work is to prepare any student for GCSE Drama, so they have an excellent base to work from.</li> <li>Apply structural skills and devices, including tableaux, split stage, narration and thought tracking to create cohesive performances.</li> </ul>		
	<b>Topic</b>	<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>KNOWLEDGE focus</b>	<b>Storytelling- assessment</b>	<b>Human Rights- development of skills</b>	<b>Lord of the Flies- assessment</b>	<b>Commedia Del Arte- development of skills</b>	<b>Humpty Dumpty- assessment</b>	<b>Macbeth- development of skills</b>	
	<ul style="list-style-type: none"> <li>Understand storytelling.</li> <li>Explore story telling skills within drama.</li> <li>Develop an understanding of Greek Theatre techniques</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of characterisation</li> <li>Exploration of drama skills to convey meaning.</li> <li>Combining drama skills to show a situation linking to human rights</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of script</li> <li>Understanding of culture and cultural differences</li> <li>Development of drama skills and techniques to enhance performances</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of stock characters</li> <li>Use of movement and mime to tell a story.</li> <li>Use of technical elements to enhance characterisation</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of script through group work</li> <li>Identifying themes</li> <li>Exploring theatre in education through script</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of Shakespeare script</li> <li>Development of classical theatre knowledge</li> <li>Learn how to use stage combat safely to show the fight between Macbeth and Macduff</li> <li>Learn abstract characters in the form of the witches</li> </ul>	

	<p><b>METHODS</b> focus</p>	<ul style="list-style-type: none"> <li>• Use of choral speech and choral movement to tell a story.</li> <li>• Communication skills</li> <li>• Use of narration within performance</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Practical exploration using performance skills.</li> <li>• Developing ideas and understanding of human rights around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble performance of script selections</li> <li>• Duologue/group performances of script and devised role plays</li> <li>• Creation of set design</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exploration of characters</li> <li>• Group work</li> <li>• Whole class exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and staging</li> <li>• Creating scenes linking to bullying</li> <li>• Show the importance of family relationships on stage</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• From page to stage</li> <li>• Combining Shakespearean language with stage combat</li> </ul>
	<p><b>Planned ASSESSMENT</b> opportunities</p>	<ul style="list-style-type: none"> <li>• Performance of Piggy and Ralph</li> <li>• Creation of set design</li> <li>• Group devising/ideas</li> <li>• Group devised performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Autonomous learning</li> <li>• Performance of a human rights story</li> <li>• Devising and improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Combine drama skills to devise a story linking to a mystery.</li> <li>• Use of stimuli</li> <li>• Making, performing, and responding</li> </ul>	<ul style="list-style-type: none"> <li>• Final performance in small groups combining skills and scenes learnt.</li> <li>• Performing in contrasting roles</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Peer and self-reflection</li> <li>• Learning script</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of key scenes from Macbeth; this is not a formal assessment; this half term focuses more on the development of language and modernising Shakespeare</li> </ul>