

Curriculum Map Year 7 Drama

The department adopts the Arts Council recommendation that the three interrelated activities of creating, performing and responding provide a useful framework for identifying and assessing progression and achievement. The KS3 curriculum addresses parts of the assessment objectives at GCSE. Assessment is in line with AQA GCSE Drama specification that explores Drama both practically (Component 3) and theoretically (Component 1)

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Basic Drama Skills	Autumn HT1	<p>This scheme aims to set the foundations for drama, introducing the purposes of learning drama, the rules of the drama studio, establishing attitudes to learning whilst enabling fun and enjoyment.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none">- Still image- Thought tracking- Characterisation- Mime <p>National Curriculum Spoken Language link:</p> <ul style="list-style-type: none">- Collaboration- Discussion- Presentation- Expressing own ideas	<p>Building and developing on the drama techniques that students were introduced to in year 4:</p> <ul style="list-style-type: none">- Role play- Improvisation- Still image	<p>This scheme prepares students to use and apply basic drama skills in their performance work. Preparing students for KS3 and GCSE drama where they will be assessed on their ability to create characters and develop ideas to communicate meaning for theatrical performance (GCSE AO1).</p> <p>(GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.</p> <p>(GCSE AO4). Students will begin to look at strengths and weaknesses of their own work.</p>
Pantomime & Melodrama	Autumn HT2	<p>This scheme aims to look at the history of theatre and where panto and melodrama came from. We will look at the key features of the genre and apply them to practical work.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none">- Storytelling and morals- Stock characters- Features of the style - audience participation, exaggeration, slapstick comedy and narration- Costumes, props, visual gags- Stories – traditional / modernised <p>National Curriculum Spoken Language link:</p> <ul style="list-style-type: none">- Speaking confidently and effectively through storytelling.- Participating in a short performances- improvising, rehearsing, and performing.	<p>All students participated in basic drama skills and performances during KS1 and 2 – we will be building and developing their performance skills, introducing new styles theatre.</p>	<p>Preparing students for GCSE where they will be assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (GCSE AO1).</p> <p>(GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. Here students will experiment and create stock characters and create comedy moments.</p> <p>(GCSE AO4). Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.</p>
Darkwood Manor	Spring HT3	<p>The scheme focuses upon developing a range and depth of characterisation and commitment to performance.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none">- Teacher in role and whole class improvisation- Hot seating, moving from technique into performance- Multi role- Character idiosyncrasies- Commitment to a role and situation- Changing the dynamics of space- Creating an atmosphere- Creating a story from character. <p>National Curriculum Spoken Language link:</p> <ul style="list-style-type: none">- Speaking confidently and effectively in classroom discussion about Darkwood Manor and expressing own creative ideas.	<p>Students at KS2 participated in class discussions, presented work and shared their ideas. For example, year 6 students present interviews of an ocean explorer (Sylvia Earle). These skills are built on through taking on a role in this scheme.</p>	<p>Students will develop a deeper knowledge and understanding about creating characters with depth. This will enable students to experiment with multi role, atmosphere, and rehearsal techniques. Knowledge about creating and exploring characterisation, core drama skills and techniques are further developed and built on in KS3, 4 and 5. For example Grimm’s Tales- creating a character from a script and year 8 Devising- creating devised characters. (GCSE A01).</p> <p>(GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. They will consider their individual and group aims within a performance and will work as a group to devise a short performance.</p> <p>(GCSE AO3) Through improvisation and rehearsals students will experience how theatre is developed and performed.</p>

		<ul style="list-style-type: none"> - Improvising, rehearsing, and performing in order to develop a range and depth of characters. 		Students will watch Darkwood Manor performances and will give peer feedback. Through questioning, students will begin to analyse and evaluate their own work.
Charlie & The Chocolate Factory	<i>Spring HT4</i>	<p>This scheme uses the script of Charlie and the Chocolate Factory as a springboard for exploring drama skills.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Characterisation - Thought tracking. - Improvisation - Rehearsal techniques - Physical theatre - Devising - Using a script - Split screen - Flash forward - Choral speaking and movement <p>National Curriculum Spoken Language link:</p> <ul style="list-style-type: none"> - Teamwork - Collaboration - Imagination 	Students have used some rehearsal strategies at KS2 such as hot seating and conscience alley. These will be developed further during this scheme and will support their character development.	<p>This will prepare students for GCSE, where they will be assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (GCSE AO1).</p> <p>Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance in KS3,4 and 5. Here students will experiment with characters from Charlie and the Chocolate Factory, this prepares them for key GCSE drama skills.</p>
Grimm’s Tales	<i>Summer HT5</i>	<p>This will be the students first introduction to a full script, with the objective of performing it in its entirety. The aim of this scheme is to enable students to fully understand the layout and structure of a script and how to bring it from page to stage.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Layout and format of a script - Impact of stage directions on performance. - Narrative and plot - Developing character from script - Learning lines - Use of costume, props and set <p>National Curriculum Spoken Language link:</p> <ul style="list-style-type: none"> - Collaboration - Group work - Communication skills - Reviewing - Evaluating 	Students will have explored fairy tales at KS2 through spoken language, role play and reading and writing about stories. That knowledge will be built upon here.	<p>Script work is revisited and further developed in Year 8 and Year 9 Practitioners scheme. GCSE component 3 Text in practise and A level Drama and Theatre Studies component 2 text in performance.</p> <p>This scheme helps students develop skills required to answer section B- GCSE written exam style questions (Blood Brothers Set Text). As well as developing performance skills and developing drama to communicate meaning for an audience (GCSE AO1) and demonstrate knowledge and understanding of how drama and theatre is developed and performed. (GCSE AO3)</p>
Live Theatre Review	<i>Summer HT6</i>	<p>This is an opportunity for learners to study a live performance. Students will be learning the key skills of reviewing drama and plays. Looking at what makes a successful drama piece and the elements of drama that are included within the play in order to make it effective. Students will be able to learn the analysis skills of being able to critically review drama. More terminology will be studied in this unit linked to lighting, staging, costume and set.</p> <p>Drama skills developed:</p> <ul style="list-style-type: none"> - Introduce the roles of actor, designer and director in theatre. To develop terminology in staging, lighting and set in preparation for live theatre review. 	KS2 and KS3 students will have watched live theatre and peer performances. Students will also have gained some experience of analysing and evaluating their own performance work.	The skill of watching and evaluating Live Theatre is now a key element in all GCSE exam specifications. This scheme develops skills (analysis and evaluation) required to write a live theatre review. Preparing students for the GCSE and A Level Drama and Theatre Studies written exam paper. (GCSE AO4)

		<ul style="list-style-type: none">- Analysing (what did the theatre makers do? What did this show the audience?)- Evaluating (why was it effective or not successful? Methods and approaches that worked or didn't)- Plot, genre, style, structure, time period- Theatre makers names and contributions to the chosen scene- Effect and types of impact created for audiences- Sharing personal responses and reflecting. <p>National Curriculum Spoken Language link:</p> <ul style="list-style-type: none">- Speaking confidently and effectively about live theatre- Expressing individual ideas and opinions		
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