

Curriculum Knowledge Map 2024-25



Year 7	AUTUMN	
Topics	DARKWOOD MANOR (Devising)	AROUND THE WORLD IN 80 DAYS (Script)
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> To show understanding of Genre and meaning and how to select basic Theatrical Skills such as Sound Scape, Tableaux and Physical Theatre to create Tension and Atmosphere. Begin to develop their knowledge of basic Stage Directions and Proxemics and understand the expectations of Teacher In Role. Know what Acting Skills are the most impactful and effective to use to create a believable character, for example Pitch, Pace, Volume, Body Language and Facial Expression. 	<ul style="list-style-type: none"> How to approach reading and performing a basic script – Understand the conventions of stage directions, tone, language style, cues, character, plot, and structure. Know how to use memory skills to learn lines such as chunking, running lines with another person, using cues, making a recording etc. Know how to approach and develop understanding of effective interpretation and intention. Know and apply basic but key acting skills such as status, age, facial expression, body language and movement to create a believable character.
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> Perform an adaptable, believable character and sustain it in an extended performance. Work cooperatively as a member of a team to communicate their thoughts and creative ideas when developing a role and drama performance. Able to analyse and evaluate the effectiveness of their choice of Acting and Theatrical Skills and analyse and evaluate their own and other performances. 	<ul style="list-style-type: none"> Create tension and atmosphere when performing their script. To sustain character while showing an understanding of the tension and danger of their character’s situation. Interpret their character successfully by adopting the appropriate use of acting skills in a performance. Show effective use of acting skills to further enhance tension and character relationships. Explore their character by positively approaching character development exercises.
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Atmosphere Symbolism Choral Speaking Abstract technique Teacher in Role Improvisation Monologue</p>	<p>Genre Duologue Narration Gestures Characterisation Given Circumstances</p>



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Assessment	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test 	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test
Diversity	Students create their own characters which have no boundaries	Social responsibility Stereotyping young people from lower class backgrounds/boys.

Year 7	SPRING	
Topics	COMEDY (DEVISING)	BELONGING (SCRIPT AND DEVISING)
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Know what the conventions and characters are from Commedia Dell'Arte • Know what the conventions and characters are from Silent Movies including Slapstick • Know what the conventions and characters are from Melodrama and Shakespeare • Know what the conventions and characters are when performing with Masks 	<ul style="list-style-type: none"> • How to approach poetry for performance through interpretation of meaning from language and punctuation. • Interpret emotion, intention and victim voice • Know what language choices to make to communicate personal thoughts and feelings. • Select most effective and inventive Abstract and Acting Skills to create appropriate atmosphere and character voices from a poem. • Understand how to explore then select the most powerful Abstract Skills to create atmosphere and meaning in a non-naturalistic performance, for example, Soundscape, Tableaux, Direct Address and Physical Theatre. • Know how to communicate effectively as part of an ensemble using effective teamwork and communicative skills.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Use their acting skills, specifically effective use of Face, Body, Voice in order to perform in an appropriate manner to suit the styles of Comedy, Mask and Mime and a Shakespearian performance. • Show a strong understanding of the relationship between actor, audience and space in order to successfully stage Mask and Physical Theatre performances. 	<ul style="list-style-type: none"> • Analyse and evaluate the effectiveness of their interpretation, acting and abstract skills choices, through discussion of selected skills and impact on audience. • Perform an effective, thought provoking piece of theatre that explores writer's meaning and intention and character's situation. • Promote emotional audience response to a story/poem and discuss intention using appropriate vocabulary. <p>Sow empathy and sensitivity to the themes of displacement and refugees by selecting emotive language to discuss local and National issues.</p>



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	<ul style="list-style-type: none"> Work collaboratively as part of a team in order to create an impactful piece of theatre by listening and having a positive attitude to exploring new styles and genres. 	
Disciplinary Literacy (Tier 3 Vocab)	Pantomime Commedia dell Arte Impersonation Slap stick Stereotype Farce Shakespeare	Abstract technique Monologue Society Prejudice Choral Speaking Tableaux
Assessment	<ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance Spelling test 	<ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance Spelling test
Diversity	Meanwhile elsewhere – Students look at issues affecting actors at the time and the context in which they were performing. Black actors and the silent movie era – Students learn about the Black Silent films of the time and the role that black actors had in the film industry. Italian theatre -	All students engage with activities that require them to think outside of their own cultural experience and understand the importance of shared cultural knowledge. Students explore the implications of diversity in the world of work by looking at the Universal Rights of the child and experiences of seekers of asylum.

Year 7	SUMMER	
Topics	MAKE A STAND (DEVISING)	CRASH LANDING (DEVISING)
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Which convention of Protest/ Political Theatre to select to have the most impact on stage such as the use of Placards, Direct Address, The use of Statistics, Forum Theatre, Physical Theatre and Choral Techniques such as canon. The meaning of Agit Prop 	<ul style="list-style-type: none"> Know the meaning of Juxtaposition and how to create it on stage through correct selection of vocabulary and skills choices. How to create, sustain and layer a new character and how to explore and identify personal idiosyncrasies of a new character by participating in character workshops.



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	<ul style="list-style-type: none"> Understand the language and meaning of UNICEF Rights of the Child Know how to select the most appropriate for of staging to create an inventive, imaginative piece of theatre with a strong political intention. 	<ul style="list-style-type: none"> How to describe a character’s subtext. <p>How to show effective structure and planning through the successful selection of skills such as Cross Cutting, Physical Theatre and interesting staging.</p>
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Be able to take messages from UNICEF Rights of the Child and transform meaning into performance through effective choice and powerful use of Abstract Skills Show sensitivity and maturity when exploring new themes through positive contributions and team work. Have an open mind to new and challenging themes based on real life events. 	<ul style="list-style-type: none"> Adapt their acting skills choices through their use of emotional literacy. Perform a detailed, believable, adaptable character. Especially showing the idiosyncrasies of their character. Layer character and plot through thoughtful analysis and evaluation of spontaneous improvisations and performances. Follow a theatrical, storytelling plot and structure in order to create an engaging and entertaining piece of theatre.
Disciplinary Literacy (Tier 3 Vocab)	Abstract technique Monologue Discrimination Slow Motion Canon Ensemble	Survival Instinct Characterisation Improvisation Spontaneous
Assessment	<ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance Spelling test 	teacher assessed practical performance peer assessed performance spelling test
Diversity	They practically explore the Human Rights laws and how these apply to them and others.	Exploring and creating characters from a diverse background. Students are encouraged to share their own cultural experiences as part of the process.



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Year 8	AUTUMN	
Topics	CHILD SOLDIERS (DEVISING)	SCRIPT TO SCREEN (SCRIPT)
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • The issues affecting young people in places of war • How children are recruited into fighting in wars • The reason why children are explicitly targeted • Understand the themes and issues within the play text 'Fugee' • To understand the importance of approaching such sensitive topics with empathy 	<ul style="list-style-type: none"> • Have explicit understanding of the meaning of Drama Acting Skills, Key words and know what they look like on stage when used effectively. • Understand Acting for camera • Understand how to read a script with detailed stage directions and considering how they can be staged for camera. • Exploring sitcoms • Action verbs • Understanding clear characterisation
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • Create devised performances based on the issues surrounding the theme of child soldiers • To use script as a springboard to devise their own original pieces • Show sensitivity, maturity and respect when exploring the topic • To write a perform powerful monologues • To adapt poetry into a practical performance 	<ul style="list-style-type: none"> • Be able to describe theatre staging and positioning and be able to demonstrate their understanding through direction and identification of status on stage • Analyse and evaluate successful use of Acting Skills in order to both portray a character and show understanding of the success and areas for development for another performer. • Communicate intention and meaning to an audience through a well structured performance in which they are in role throughout.
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Armed conflict Recruitment Monologue</p>	<p>Monologue Convey Characterisation</p>
<p>Assessment</p>	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test 	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test



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Diversity	All students engage with the issues surrounding child recruitment in war. Looking at the mental implications of war upon young people involved. The topic takes the students all over the world.	<ul style="list-style-type: none">• Diversity throughout character exploration and situational settings• Topics covered from Woman’s Rights to Civil Rights Movement
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Year 8	SPRING	
Topics	IDENTITY (DEVISING)	CONTROL (SCRIPT & DEVISING)
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> • Understand the meaning and purpose of a stimulus and how to creatively explore them. • To understand the different ways in which to construct a character (using vocal and physical skills) • The different types of staging and how to work with stage directions effectively. • To understand the context surrounding the literary works of Benjamin Zephaniah • To develop an understanding for the role of ‘narrator’ 	<ul style="list-style-type: none"> • To explore status and how to show this onstage • To understand the function of a soundscape • To understand choral techniques and their functions • Understand how to read a script with detailed stage directions •
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> • To be able to experiment with vocal and physical skills to interpret character • To perform believable characters • To be able to perform a duologue, working well as a team to create a performance • Show sensitivity and maturity when exploring new themes through positive contributions and team work. • To be able to interpret a script for performance 	<ul style="list-style-type: none"> • To be able to perform a scene using stage combat • To be able to use choral techniques in a performance • To be able to show relationships effectively onstage • To be able to interpret a script effectively and creatively
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Body language Levels Proxemics Characterisation</p>	<p>Tableaux Choral techniques Proxemics Audience interaction Immersive Mime</p>
<p>Assessment</p>	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test 	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test



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Diversity	<p>All students develop empathy and show sensitivity towards the topic Looks at the mental implications of facial injuries upon a victim</p>	<p>To understand the importance of freedom of speech Social responsibility – power, equality, ethics.</p>
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Year 8	SUMMER	
Topics	BILLY ELLIOT (SCRIPT)	GHOST BOYS (SCRIPT AND DEVISING)
<p>Declarative <i>What should they know?</i></p>	<ul style="list-style-type: none"> To understand the social, cultural and historical context in which the performance texts studied are set To understand the theatrical conventions of the period in which the performance texts studied were created. To understand the use of performance space and spatial relationships on stage Know what the key conventions of Music Theatre To develop a general understanding of the implications of stage configurations on the use of the performance space. 	<ul style="list-style-type: none"> How to approach reading and performing a script – Understand the conventions of stage directions, tone, language style, cues, character, plot, and structure. Know how to use memory skills to learn lines such as chunking, running lines with another person, using cues, making a recording etc. Know how to approach and develop understanding of effective interpretation and intention. Know and apply sophisticated acting skills such as status, age, facial expression, body language and movement in order to create a believable character.
<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> Bring own ideas and opinions when exploring a theme Pick from a selection of techniques in order to create a dynamic piece of musical theatre with a social message Take themes from a script and add Abstract Techniques to dialogue 	<ul style="list-style-type: none"> Create tension and atmosphere when performing their script. To sustain character while showing an understanding of the tension and danger of their character’s situation. Interpret their character successfully by adopting the appropriate use of acting skills in a performance. Show effective use of acting skills to further enhance tension and character relationships. Explore their character by positively approaching character development exercises. Use empathy and maturity and correct language choices so that, as part of an ensemble, you can explore racism with sensitivity and honesty Be open to draw from or share personal opinion and experiences



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<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Abstract • Technique • Social • Cultural • Economic • Stimulus • Subtext • Form and style • Genre 	<p>Dilemma Hot seating Prejudice Interpretation Empathy</p>
<p>Assessment</p>	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test 	<ol style="list-style-type: none"> 1. A teacher assessed practical performance 2. A peer assessed performance 3. Spelling test
<p>Diversity</p>	<p>To explore issues such as equality and division of the classes in 1980s Britain</p> <p>Scripts and stimulus are taken from a wide selection of cultures and influences. Students are also encouraged to draw from their own wide range of experiences.</p>	<p>The characters in Ghost Boys explore multiple roles and responsibilities in society through storytelling and that making positive relationships and contributing to groups, teams and communities is important.</p> <p>Students show respect and empathy for the Ghost Boys and others who have faced similar fates at the hands of the police.</p> <p>Students explore the concept of white privilege.</p> <p>Students are encouraged to lead progress towards racial justice throughout this unit. They are active citizens who engage with discussions around anti-racism.</p> <p>Students are conscious of other perspectives</p>

