

Curriculum Knowledge Map 2022-23



| Year 7 | AUTUMN | |
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| Topics | DARKWOOD MANOR (Devising) | STONES (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 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"> 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> |
| <p>Assessment</p> | <ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance | <ol style="list-style-type: none"> A teacher assessed practical performance A peer assessed performance |



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| | 3. Spelling test | 3. Spelling test |
| Diversity | Students create their own characters which have no boundaries | Social responsibility Stereotyping young people from lower class backgrounds/boys. |

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| Year 7 | SPRING | |
| Topics | REFUGEE GIRL (DEVISING) | MAKING A STAND (DEVISING) |
| Declarative <i>What should they know?</i> | <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. | <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 • 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. |
| Procedural <i>What should they be able to do?</i> | <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. | <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. |



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| | <ul style="list-style-type: none"> Sow empathy and sensitivity to the themes of displacement and refugees by selecting emotive language to discuss local and National issues. | |
| Disciplinary Literacy (Tier 3 Vocab) | Abstract technique Monologue Society Prejudice Choral Speaking Tableaux | Abstract technique Monologue Discrimination Slow Motion Canon Ensemble |
| 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 | <p>All students engage with activities that require them to think outside of their own cultural experience and understand the importance of shared cultural knowledge.</p> <p>Students explore the implications of diversity in the world of work by looking at slave labour.</p> | <p>They practically explore the Human Rights laws and how these apply to them and others.</p> <p>Treatment of women under Taliban leadership.</p> |



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| Year 7 | SUMMER | |
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| Topics | COMEDY & MIME(SKILLS BASED) | CRASH LANDING (DEVISING) |
| <p>Declarative <i>What should they know?</i></p> | <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 Slapstic • Know what the conventions and characters are from Melodrama • Know what the conventions and characters are when performing with Masks | <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. • How to describe a character's subtext. • 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></p> | <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. • Show a strong understanding of the relationship between actor, audience and space in order to successfully stage Mask and Physical Theatre performances. • 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. | <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. |
| <p>Disciplinary Literacy (Tier 3 Vocab)</p> | <p>Pantomime Commedia dell Arte Impersonation Slap stick Stereotype Farce</p> | <p>Survival Instinct Characterisation Improvisation Spontaneous</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 | Meanwhile elsewhere Black actors and the silent movie era Italian theatre | Social Responsibility Exploration of toxic masculinity |
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