

Drama Curriculum Map

Term	Term 1	Term 2	Term 3
	Darkwood Manor	Charlie & the Chocolate Factory	Creative Adaptation of Fairytales
Year 7	L1: Drama exercises aimed at pupils getting to know each other and an introduction to drama at Knutsford. Drama exercises aimed at introducing simple dramatic skills and techniques. L2: Introduction to Darkwood Manor and concept of “in role” work. L3 & 4: Further development of Darkwood Manor characters, use of hot seating. L5: Development of team “video” documenting experiences in the Manor. L6: Final rehearsal lesson ahead of assessment. Focus on creating suspense. L7: Assessment lesson. Performance of “Videos” and press conference. Feedback.	L1: Introduction to Charlie and the Chocolate Factory story including prior knowledge audit. L2: Character development work based on the five children including monologue work. L3: Further development of children's characters through both scripted and improvised scenes in the factory. L4: A more detailed look at the characters Charlie (family scene) and Willy Wonka. L5: Continued scripted work aimed at developing “off book” confidence for performance. L6: Scripted performance work of learned material and feedback.	L1: Introduction to the concept of creative adaptation with short examples created. L2: Development of an adaptation of a range of well-known Fairy tales. L3: Continuation of fairy tale adaptation work choosing one piece to further develop in the later stages of the unit. L5: Introduction of skills including narration, thought tracking and marking the moment into creative adaptations. L6: Rehearsal of creative pieces ready for assessment. L7: Performance assessment with summative feedback.



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	The Identification	Theatre History Project	Stimulus Based Drama
Year 8	L1: Introduction to the concept of a crime scene investigation. Site specific responses. Teacher in role and storytelling skills. L2: Further development of Stephen's story using physical and written resources. Use of split stage and cross cutting. L3: Use of conscience alley to consider different opinions on events in the story. L4: Introduction to different character viewpoints using split monologues as a device. L5: Development of final group performances. L6: Assessment and feedback. L7: Reflect and re-do of specific practical tasks based on feedback.	L1: Introduction to the concepts of Greek Theatre. L2: Further development of work on Greek Theatre with specific focus on the role of the Chorus. L3: Development of a class performance piece as a Greek Chorus. Focus on physical and vocal choral activity. L4: Introduction to the world of Shakespearean Theatre. L5: Entry level stage combat activities. L6: Slapstick and silent movies. Focus on creating physical comedy. Feedback on work completed throughout the unit.	L1: Introduction to the concept of creating drama from a stimulus. Individual, small group and whole class improvisation work. L2: Whole class consideration of an object as stimulus followed by small group improvised reaction. L3: Use of poetry/song lyrics as a stimulus for improvisation. L4: Social media and technology issue based stimulus. Development of performance piece for assessment. L5: Further development of performance piece and assessment. L6: Year 8 in review. Feedback on the skills and styles investigated across the three terms.



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	Blood Brothers	Hillsborough	Black Lives Matter
Year 9	L1: Introduction to the playtext Blood Brothers and its themes and characters. L2: Investigation of Mickey Johnstone through group development of his monologue. L3: Investigation of Mickey and Edward in their first meeting. L4: Investigation of the three children Mickey, Edward and Linda in the shooting targets scene. Focus on comedy. L5: Focus on thematic concept of superstition. L6: Development of performance pieces based on superstition theme, using extracts from the text. L7: Performance of developed work and evaluation/feedback.	L1: Introduction to the events surrounding the Hillsborough tragedy including pictorial, video and print stimulus. L2: Teacher led whole class practical session aimed at developing emotion and sensitivity in response to given stimuli. L3: Start of small group devising task developing a piece based on aspects of the tragedy. L4: Further dramatic development. L5: Final creative session with the focus on auditing the sensitivity of the work created. L6: Performance sharing and evaluation. L7: Teacher led development of a whole class piece combining ideas from small group work.	L1: Discussion of wider world issues and introduction to the physical theatre style as a form of expression blending words and action. L2: Introduction to the BLM movement and the story of George Floyd. Use of Diversity piece as stimulus and continued investigation through physical theatre. L3: Introduction to chair duets and text of police interview and witness statement. L4: Introduction to verbatim style and use of this in the further development of the drama. L5: Pupils will develop a performance piece using the skills and subject matter investigated. L6: Performance sharing and evaluation.