



**SUBJECT: Drama Curriculum Map**

YEAR GROUP	Year 7					
Rationale	Students can use drama to become another person and explore a new role. Pupils will learn to communicate, listen and make agreements in a safe environment where the drama, actions and consequences can be discussed and experienced as a true collective.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	The Pied Piper	Darkwood Manor	Slapstick Comedy	Fisherman and his Wife	Matilda/Musical Theatre	Text - Free
Knowledge	<p>Pupils will have an understanding of basic drama skills; <b>group work, listening skills, sharing of ideas, performing a role, freeze frames.</b></p> <p>Pupils will work in varying group sizes to develop the skills above, building on peer relationships and confidence. Each lesson will build on the level of performance skill to demonstrate focus, concentration and imagination within a role play.</p> <p>The baseline will result in an end performance of a TV advert where pupils will focus on 5 main areas: <b>persuasion, narration, jingles, slogans and entertainment.</b></p>	<p>Pupils will work from a story as their stimulus.</p> <p>Pupils will use their imaginations to create their own <b>devised</b> pieces of drama based on the stimulus and Teacher in Role.</p> <p>Characterisation skills during role play will be further developed by deeper exploration of the roles as lessons are sequenced for <b>storytelling.</b></p> <p>Pupils will use key words such as <b>tension, surprise and atmosphere</b> in creating their theatre.</p>	<p>Pupils will work practically on developing their own slapstick routines. This is the first time pupils will work in <b>sequence</b> to create an 'end performance' in a pair.</p> <p>Pupils will study professional works as a stimulus.</p> <p>Pupils will work on the technique of mime and complete structured piece with an incident, chase, fight and an ending.</p> <p>Pupils will take part in verbal evaluations that will be teacher led and involve <b>key vocabulary</b> for the first time.</p>	<p>Pupils will work from a story as a stimulus.</p> <p>Pupils will learn about morals and apply them to the given story and their own lives.</p> <p>Pupils will use their imagination to create scenes linking to <b>morals and our society.</b></p> <p>Pupils should now be able to stay in role during performances and characters should be believable and <b>naturalistic.</b> Key vocabulary will be used as part of verbal <b>evaluation.</b></p>	<p>Pupils will learn about musical theatre and how it is formed with a mixture of dance, drama and music.</p> <p>Pupils will study a variety of scripts/<b>texts</b> and scenes and work on developing a piece for final assessment. This is their first attempt at <b>script work</b> and creating a performance from a <b>given role and stage directions.</b></p>	<p>Pupils will read from, <b>perform from and devise from the text</b> (using all elements of GCSE Drama for the first time).</p> <p>Pupils will use extracts of the text, <b>learn their lines</b> and perform the text.</p> <p>Pupils will also <b>improvise/d evise</b> from a text using scenes as a stimulus for creating the drama.</p>



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Skills</b>	<p>Pupils will build on basic drama skills whilst remaining focused on group work skills throughout.</p> <ul style="list-style-type: none"> <li>▪ <b>Improvise from a stimulus</b></li> <li>▪ <b>Freeze frame/tableau</b></li> <li>▪ <b>Role play in TV adverts</b></li> </ul>	<p>Pupils will complete further work on role play and use of imagination to develop their own characterisation.</p> <p>Pupils will learn to use new performance skills to create atmosphere in performance.</p> <ul style="list-style-type: none"> <li>▪ <b>Devise from a story</b></li> <li>▪ <b>Creating own roles</b></li> <li>▪ <b>Performance</b></li> <li>▪ <b>Storytelling</b></li> </ul>	<p>Pupils will complete a slapstick routine as a pair that is rehearsed and polished with 4 main areas of performance: incident, chase, fight and ending.</p> <ul style="list-style-type: none"> <li>▪ <b>Mime</b></li> <li>▪ <b>Performing comic characters</b></li> <li>▪ <b>Physical and vocal exaggeration</b></li> <li>▪ <b>Pair work</b></li> <li>▪ <b>Using professional work as a stimulus</b></li> </ul>	<p>Pupils will develop skills in moral drama and storytelling.</p> <p>Pupils will learn to tell their own modern day morals. Pupils will learn the new techniques of physical theatre and body as props.</p> <ul style="list-style-type: none"> <li>▪ <b>Morals</b></li> <li>▪ <b>Storytelling</b></li> <li>▪ <b>Physical Theatre</b></li> <li>▪ <b>Body as Props</b></li> </ul>	<p>Pupils will work for the first time on the combination of arts genres: music, dance and drama.</p> <p>Pupils will learn to work on given extracts, learn lines and bring a scene to life using stage directions and professional adaptations.</p> <ul style="list-style-type: none"> <li>▪ <b>Sequencing drama, music and dance</b></li> <li>▪ <b>Working on extracts</b></li> <li>▪ <b>Scripted performance</b></li> </ul>	<p>Pupils will learn to use a text for performance and improvisation as a stimulus. This is the first time Y7 will use these skills.</p> <ul style="list-style-type: none"> <li>▪ <b>Using text as a stimulus</b></li> <li>▪ <b>Using a text to perform a scripted scene</b></li> <li>▪ <b>Learning lines</b></li> </ul>
<b>Assessments</b>	<p>Pupils will be assessed on their ability to work from the stimulus to produce freeze frames relating to the story.</p> <p>This will show their understanding of playing a drama role. Pupils will be assessed on their ability to work effectively in a group, listen to others and focus during rehearsal time.</p> <p>Pupils will evaluate their own drama using key vocabulary from the TV advert task.</p>	<p>Pupils will be assessed on their ability to perform a role from a given story. Pupils will be assessed on devised scenes created from the stimulus.</p> <p>Pupils will show good imagination and creativity in their scenes with a clear understanding of the themes of tension, atmosphere and surprise.</p> <p>Pupils will be assessed on their ability to perform new skills.</p>	<p>Pupils will be assessed on their development and performance of the comedy routines. They will be assessed on how they perform the stereotype characters, the comedy incident, the chase and the ending.</p> <p>Pupils should show their development by using professional works as a stimulus.</p>	<p>Pupils will be assessed on their creating of moral drama and improvised moral scenes set in the modern day.</p> <p>Pupils will be assessed on their ability to perform physical theatre and body as props.</p>	<p>Pupils will be assessed on their performances of a variety of extracts from musical theatre stage productions.</p> <p>Pupils will be assessed on their ability to make connections between the music, dance and drama in the scenes.</p>	<p>Pupils will be assessed on their ability to perform both improvised and scripted drama using the text as a stimulus.</p> <p>Pupils must show understanding of the context of the piece and perform characters in line with the style of the play.</p>
<b>Homework</b>	None	Make/bring in a Halloween prop. This will be used throughout the scheme to help build tension and atmosphere.	Watch YouTube clips of Laurel and Hardy, Charlie Chaplain and the Chuckle Brothers to assist in mime and comedy performance skills.	Research a 'moral' story or fable and bring into class to be used for practical drama.	Learn lines from script of chosen extract.	Create a character study for favourite role.