



Curriculum Map

Subject: Drama

Year Group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>Titanic Students will learn about immigration/class issues through the history of the Titanic and will have an introduction to Drama skills.</p>	<p>Harry Potter Students will continue to develop their Drama skills through the story line of Harry Potter and explore more ways of creating mood and atmosphere i.e. fantasy.</p>	<p>Bullying Through the theme of Bullying students will learn about conflict resolution using naturalistic and more stylised drama skills Students will create their own fictional characters through improvisation</p>	<p>A Midsummer Night's Dream Students will be introduced to Shakespeare and learn the history and conventions of Elizabethan theatre through the script of MSND</p>	<p>Ernie's Incredible Illucinations Students will be introduced to a modern play text and learn lines and how to perform from a script in preparation for assessment</p>	<p>Silent Movie & Mime Students will explore the Silent Film era, specifically learning what a silent movie is and how they are different to theatre today</p>
Key Skills	<p>Application of elements of drama. Explorative strategies. Improvisation spontaneous Status Rehearsal Hot-seating Characterisation Monologues Mime Slow-motion</p>	<p>Monologue Sub-text, Non-naturalistic, Improvisation, Caricature, Physical theatre Devised Choral Learning script Duologue Ensemble work Synchronised Movement</p>	<p>Stylised techniques. Abstract Theatre Forum theatre, Use of space-proxemics. Areas of the stage Stereotyping. Vocal Skills, Pace, Tone, Accent, Role on the wall. Thought-tracking Improvisation</p>	<p>Introduce pupils to Shakespeare Comedy Understand plot, language, character, Structure. Conflict Transformation Scene Exaggerated physical skills 7 levels of tension</p>	<p>Script work Learning lines Blocking Interpreting Characters Modern comedy Imagination Creating comedy Creating location Representational set Areas of the stage Breaking 4th wall Entrances and exits</p>	<p>Performance skills, Genre and style. Stereotype, Conventions. Placards, Climax, Gestures, facial expression, Mime, Fight Scene Chases scene Sound/Music Mood and atmosphere</p>
Key Questions	<p>How can we use hot seating to help us build a character? How can we use a still image or thoughts</p>	<p>How can mood and atmosphere be created through different design aspects (lighting, sound, staging, costume,</p>	<p>Can you manipulate the audience to believe something is good or bad? How can you use drama conventions to experiment with</p>	<p>What do you want your audience to understand from your piece of theatre? Why do you want them to feel a certain way? How will you be</p>	<p>How can you use 'pause' within your speech to engage your audience? Why is it important to enunciate words carefully? How can</p>	<p>Why do you think Silent Movies were still popular even though there are no spoken words? Why is the use of music particularly important in creating</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	aloud to find out more information about a character? Why is teamwork so important in Drama?	props) How can you use voice and body language to show character?	forum theatre? Why do we bully people that are different?	able to ensure this response?	we experiment with pace to show a characters' feelings	comedy?
Assessment	Research Titanic Drama poster on drama terms Teacher assessed Practical skills assessment: Devising, characterisation class and status	Vocabulary Test Write a monologue in role and perform it Teacher assessed Practical skills assessment: Monologue writing and performing Written self-evaluation sheet	In-Role writing Write a monologue as either Helen or Susan Evaluation of skills Draw a diagram of the staging positions Teacher assessed Practical skills assessment, Stylised theatre.	Research the plot Design a poster Evaluate a group you saw Voice, face, body, space WWW EBI Teacher assessed Practical skills Performance assessment of transformation scene stylised & physical theatre. Written self-evaluation sheet	Line learning from script Evaluate your own performance WWW EBI Teacher assessed Practical skills assessment Script work EoY: Written evaluation of practical assessment.	Research Charlie Chaplin Watch clips of The Kid Evaluate your own performance WWW EBI Teacher assessed Practical skills assessment Devising, mime. Written self-evaluation sheet
Literacy/ Numeracy/ SMSC/ Character	Numeracy - ticket prices, dates Collaborative Communication Confidence Resilience Tolerance Initiative Integrity	Numeracy- Wizard currency, pricing a product Collaborative Communication Confidence Resilience Tolerance Initiative Integrity	Why do we bully people that are different? Collaborative Communication Confidence Resilience Tolerance Initiative Integrity	Interpretation Collaborative Communication Confidence Resilience Tolerance Initiative Integrity	Collaborative Communication Confidence Resilience Tolerance Initiative Integrity	