

## Year 7 SUBJECT Curriculum Map DRAMA

|   | Autumn Term  | Spring Term  | Summer Term  |
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| <b>Unit Length</b>  | <p>Baseline Testing (PRACTICAL ASSESSMENT): 5 weeks</p> <p><b>Introduction to acting skills</b> (To examine the main performance skills through practical exploration):<br/> <b>Acting skills:</b> The things an actor changes about themselves to show their character. These are broken down into two elements;<br/> <b>Physical skills:</b> <i>Facial expression, eye contact, gesture, levels, posture, posture.</i><br/> <b>Vocal skills:</b> <i>Pace, tone, volume, pitch, accent</i><br/> <b>Main focus:</b> <i>Still images, thought tracks, transitions, tone and juxtaposition</i><br/> <b>Duration:</b> 5 weeks</p> <p><b>Revoltng Rhymes - Little Red Riding Hood</b><br/>           (•Interpret script into the creation of character<br/>           •Develop rehearsal techniques and relate them to the development of performance skills):<br/>           Rehearsal techniques: Actors use these to develop a character and improve a performance. These include:<br/> <b>Hot seating, Role on the wall, Freeze frame, Thought track, split stage, vocal collage</b></p> <p>Duration:6 weeks</p> | <p>To perform a physical theatre performance. (A PRACTICAL ASSESSMENT AND WRITTEN EVALUTION): 2 weeks</p> <p><b>Non-naturalism</b> (Identify and demonstrate basic physical theatre through the use of the actor’s body): 4 weeks</p> <p><b>Metamorphosis</b> - To interpret a script, identifying key moments. To rehearse a scripted performance, working as an ensemble and using physical theatre elements explored: 4 weeks</p> | <p>To perform their adapted version of Mr Fox (A PRACTICAL AND WRITTEN ASSESSMENT)</p> <p><b>Story telling with Mr Fox</b>– Understand the key events of Mr Fox and how to mark the key moments using a range of rehearsal techniques. Explore drama techniques (chamber theatre, soundscape, total theatre, role play, thought track) and communicate a character through facial expressions, body language and gestures.</p> <p>Duration:4 weeks</p> <p><b>Melodrama</b> – To understand and explore key melodramatic characters in Melodrama. Students will be given a short melodrama extract to rehearse and perform, utilising skills from the other terms’ work. Students to focus on the development of the scripted piece through rehearsal strategies.</p> <p>Duration:6 weeks</p> |
| <b>Links to the National curriculum/Assessment Objectives</b> | <p><b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance.<br/> <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.<br/> <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed.<br/> <b>AO4:</b> Analyse and evaluate their own work and the work of others.</p> <ul style="list-style-type: none"> <li>• Studying setting, plot and characterisation, and the effects of these</li> <li>• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul>  |  |  |

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| <p>Description of the topic and key learning outcomes (key knowledge and understanding)</p> | <p><b>Introduction to acting skills Overview</b> This unit is intended to introduce learners to the subject, the focus is on understanding key concepts such as physical skills, vocal skills and rehearsal techniques.</p> <ul style="list-style-type: none"> <li>•To introduce students to drama as an art form in its own right.</li> <li>•To explore the basic performance skills; <b>voice, movement, facial expressions, gesture</b> and <b>use of space</b>.</li> <li>•To inform baseline assessment.</li> <li>•To understand and define the three modes of assessment in Drama; <b>Creating, Performing</b> and <b>Responding</b>.</li> <li>•To categorise Drama skills into three titles and recall when to use which skill. (<b>Physical skills, Vocal Skills and Rehearsal Techniques</b>)</li> <li>•To examine the main performance skills through practical exploration.</li> </ul> <p><b>Revolting Rhymes - Little Red Riding Hood Overview</b> Students will apply their learned acting skills to a performance of Little Red Riding Hood. , They will produce a written evaluation of their own and others performance.</p> | <p><b>Non-naturalism Overview</b> Students learn about Physical theatre and how they can use their bodies effectively to represent objects. They will further develop their Physical Skills (Facial Expressions, Posture, Gesture, exaggeration)</p> <p><b>Metamorphosis Overview</b> Pupils build on their previous learned skills by showing a more developed and detailed character using a wider range of acting skills. They will interpret a script using physical theatre and a range of learned rehearsal techniques to improve their performance.</p>  | <p><b>Mr Fox Overview</b> To learn how a Soundscape can help to build an atmosphere. The importance of marking key moments using wider range of rehearsal techniques such as vocal collage and slow motion. Students will apply their developed acting skills and rehearsal techniques in a practical performance. They will then complete a written evaluation assessment based on their own and other performances using a wider range of drama vocabulary expected to be used at GCSE level.</p> <p><b>Melodrama</b> To learn how to develop a scripted piece of work where the characters must be explored in rehearsal. The importance of utilising rehearsal strategies to develop the actors understanding of the character, plot and relationships. Students will apply their developed acting skills and rehearsal techniques in a practical performance.</p> |
| <p>Related Concepts (that are revisited)</p>  | <p>Students at KS2 do not study drama so they are not expected to know anything about the subject when they start in Year 7.</p> <p>Devising Drama and analysing a live performance throughout KS3 and KS4.</p> <p>Students will revisit a number of key drama skills and techniques and use them in addition to new skills learned. They will consistently participate in, gain and develop knowledge, skills and understanding of drama performance to enable progress and build confidence on stage</p>  | <p>Students will re-visit a number of skills and techniques from Autumn term <b>Physical skills: Facial expression, eye contact, gesture, levels, posture,</b></p> <p><b>Vocal skills: Pace, tone, volume, pitch, accent</b></p> <p>Working with a script, linking with practitioners and different performance styles in year 8/9</p> <p>In line with drama in the National Curriculum students will continue to adopt, create and sustain a range of roles, responding appropriately to others in role. They will develop stage awareness and how to create a believable character that is sustained throughout a performance.</p> <p>Role play and interpreting a script are skills for KS4. Students will begin this learning during KS3 (Spr 1) and revisit again in year 8 (Spr 1 and 2) Students will learn a number of techniques to help them to identify with and explore characters. In these ways, they extend their understanding of</p> | <p>Creating their own narratives and identifying the different elements that help to make a good story in KS3 and KS4.</p> <p>Drama and role-play can contribute to the quality of pupils' writing and verbal feedback by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Students will have regular opportunities to discuss their work using drama language, including key vocabulary, extending their interest in the meaning and origin of words. Pupils will be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</p> <p>Working with a script, linking with practitioners and different performance styles in year 8/9.</p>  |

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|                       |   | what they read and have opportunities to try out the language they have listened to.  |   |
| Skills being taught   | <p><b>AO1: Creating and developing an idea</b> - Research and explore a range of stimuli, work collaboratively, to identify with and explore characters and develop their understanding of acting skills (Facial expression, gesture, levels, body language, eye contact) and rehearsal techniques (Freeze frame, Thought track, split stage)</p> <p><b>AO2: Practical performance</b> - Role-play and communicate a clear character to an audience, audience awareness, stage presence, apply a range of acting skills and rehearsal techniques to help communicate the meaning to an audience</p> <p><b>AO3 and AO4: Baseline/written evaluations</b> – demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance. Learning new drama vocabulary and applying it to their work, analyse in detail and relating key drama terminology with their practical work.</p> | <p><b>AO1: Developing ideas ready for a performance</b> - develop their understanding of how to use the devising process to communicate meaning in physical theatre style performance. Develop their physical and non-verbal communication skills. (<i>Exaggeration, levels, gesture, facial expression, eye contact</i>)</p> <p><b>AO2: developing drama ideas by structuring a performance in the style of Physical Theatre</b> - Students will realise their ideas and communicate them clearly to an audience. They will learn how to communicate a character that is clearly different to them. Ensure that clear dramatic intentions are communicated to the audience</p> | <p><b>AO1: Creating and developing a story idea</b> - work collaboratively to create the narrative or concept for their performance</p> <p><b>AO2: Build tension into a performance and communicate a clear storyline and characters</b>- Students will understand and develop effective ways to build tension into a performance using a range of rehearsal techniques (<i>Soundscape, vocal collage, thought track, freeze frame, slow motion</i>)</p> <p><b>AO4: Use drama terminology when analysing their work</b> - show the progression of their idea from initial thoughts to the realised form. Analyse and evaluate decisions and choices made during the process of creating drama. Use relevant and specific drama terminology to describe their work</p> |
| Milestone assessments | AC1: Practical performance → Little Red Riding Hood<br>AC2: Written Evaluation  | AC3: Performance in the style of Physical Theatre<br>AC4: Written evaluation  | AC5: Performance of their adapted version of a Fairy-tale applying learned acting skills and rehearsal techniques.  |
|                       | All KS3 topics to include a formal Practical and written assessment for each AC, in line with KS4 (AO3 and AO4)   |   |   |
| Wider reading         | <p>Read the original version of Little Red Riding Hood at home</p> <p>Revolting Rhymes version to be read in lesson</p>   | <p>Who is Steven Berkoff and how does he use Physical Theatre in his work? Research to read at home</p> <p>Metamorphosis play to be read in lesson</p>  | <p>Favourite Fairy tales can be read at home</p> <p>Mr Fox by Joseph Jacobs to be read in lesson</p>  |
| Literacy programme    | <p>Keywords, definitions, sentence starters, writing frames. Students will be encouraged to use the following when describing their work to develop their understanding:</p> <p><b>Vocal skills:</b> Tone, Pitch, Pace, Volume</p> <p><b>Physical skills:</b> Eye contact, Gesture, Facial Expression</p> <p><b>Rehearsal Techniques:</b> Freeze frames, thought track</p> <p><b>Performance styles:</b> Naturalism</p>   | <p>Keywords, definitions, sentence starters, writing frames. Students will be encouraged to use the following when describing their work to develop their understanding:</p> <p><b>Vocal skills:</b> Tone, Pitch, Pace, Volume, pause, gibberish</p> <p><b>Physical skills:</b> Eye contact, Gesture, Facial Expression, posture, levels, exaggeration</p> <p><b>Rehearsal Techniques:</b> Freeze frames, thought track, split staging, slow motion, transitions,</p> <p><b>Performance styles:</b> Chamber Theatre, Physical Theatre, Surrealism</p>   | <p>Keywords, definitions, sentence starters, writing frames. Students will be encouraged to use the following when describing their work to develop their understanding:</p> <p><b>Vocal skills:</b> Tone, Pitch, Pace, Volume, pause, gibberish, intonation, accent, silence</p> <p><b>Physical skills:</b> Eye contact, Gesture, Facial Expression, posture, levels, exaggeration, proxemics,</p> <p><b>Rehearsal Techniques:</b> Freeze frames, thought track, split staging, slow motion, transitions, narration, role on the wall, mirroring, sculpting, clowning.</p> <p><b>Performance styles:</b> Non-Naturalism, Melodrama</p>   |

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|                        | <p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>• When in role as..... I used 3 acting skills to show my character clearly. The first one was.....</li> <li>• We used some rehearsal techniques to help improve our performance. The first one was.....</li> </ul> | <p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>• I used a number of acting skills to show that I was playing a character different to myself. The first one was</li> <li>• I used rehearsal techniques to communicate key moments in my performance. The first key moment was..... The rehearsal technique used to communicate this was.....</li> </ul> | <p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>• In my performance of Mr Fox, the role that I played was.....</li> <li>• I used a wide range of acting skills to clearly communicate my role to the audience. The first was.....</li> <li>• I used rehearsal techniques to communicate key moments in my performance. The first key moment was.....</li> <li>• The rehearsal technique used to communicate this was.....</li> </ul> |
| <p><b>Homework</b></p> | <p><b>Knowledge Organiser:</b> Research Konstantin Stanislavski and what he believed about drama</p> <p>EBI LQs after assessments in preparation for evaluations.</p>  | <p><b>Knowledge Organiser:</b> What are the key skills needed to perform physical theatre? What is surrealism? What is the difference between naturalism and non-naturalism? Learn lines from the play, Metamorphosis</p> <p>EBI LQs after assessments in preparation for evaluations</p>  | <p><b>Knowledge Organiser:</b> Why do we tell stories? What are the key elements of a fairy-tale? Read your favourite fairy-tale and review it</p> <p>EBI LQs after assessments in preparation for evaluations</p>   |