Curriculum Map – Drama Year 7 & 8

	1	2	3	4
Y7	**Topic:** Introduction to Drama **Big question:** What are the basic elements of Drama and how do we use them in performance?	**Topic:** Hamelin **Big question:** How can we use a combination of physicality and dialogue to communicate story?	**Topic:** Darkwood Manor **Big question:** How can using different theatre techniques help to create different characters and atmosphere?	**Topic:** Train Station **Big question:** How can physicality help to create a specific environment and characters of a location?
	Assessments: *Mid-point – Mime* *Final – Devising from stimulus.*	*Assessments:* *Mid-point – Disappearance of the rats* *Final – The Nightmare*	*Assessments:* *Mid-point – Village Gossip* *Final – The Night in Darkwood*	*Assessments:* *Mid-point – The Queue* *Final – All element*
	Skills: *Script* *Freeze Frame* *Group work* *Mime* *Physical Theatre* *Devising* *Performing*	*Skills:* *Improvisation* *Characterisation* *Group work* *Presenting* *Puppetry* *Choral movement* *Devising* *Suspense and tension* *Performing*	*Skills:* *Presenting* *Characterisation* *Suspense and tension* *Group work* *Devising* *Performing*	*Skills:* *Physical theatre* *Group work* *Characterisation* *Devising* *Performing*

Curriculum Map – Drama Year 7 & 8

Links to NC				
	☐ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ☐ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. ☐ using Standard English confidently in their own writing and speech	☐ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ☐ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. ☐ using Standard English confidently in their own writing and speech	☐ giving short speeches and presentations, expressing their own ideas and keeping to the point ☐ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	☐ giving short speeches and presentations, expressing their own ideas and keeping to the point ☐ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Curriculum Map – Drama Year 7 & 8

Y8	**Topic:** Physical Theatre, Clowning/Circus Mime **Big question:** What are the specific elements of Clowning and how can you implement them to create effective performances?	**Topic:** Page to Stage **Big question:** What lifting techniques do we need to use to stage script?	**Topic:** Shakespeare, Seven Ages of Man **Big question:** What techniques can I use to devise theatre?	**Topic:** World Theatre **Big question:** How is theatre expressed across the globe?
	Assessments: *Mid-point - 3 Clown Trick* *Final – Window Cleaners*	*Assessments:* *Mid-point – The Passenger* *Final – Ernie extract*	*Assessments:* *Mid-point – WIP* *Final – Full performance.*	*Assessments:* *Mid-point – French Mime* *Final – Assessment task of choice*
	Skills: *Physical theatre* *Group work* *Timing* *Devising* *Performing*	*Skills:* *Script work* *Paired work* *Group work* *Blocking* *Directing* *Performing*	*Skills:* *Freeze frame* *Action narration* *Characterisation* *Story development* *Group work* *Devising* *Performing*	*Skills:* *Mime* *Choral movement* *Group work* *Research* *Devising* *Performing*

Curriculum Map – Drama Year 7 & 8

| Links to NC | ⬜ giving short speeches and presentations, expressing their own ideas and keeping to the point
⬜ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. | ⬜ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
⬜ studying setting, plot, and characterisation, and the effects of these
⬜ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries | ⬜ seminal world literature
⬜ Shakespeare
⬜ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ⬜ checking their understanding to make sure that what they have read makes sense. | ⬜ English literature, both pre-1914 and contemporary, including prose, poetry and drama
⬜ seminal world literature |