

# Year 7 ~ Curriculum Map for: Drama 2020

Introduce the learning of basic skills and techniques in Drama (physical/vocal) which are then applied in their work; use of soft skills with particular focus on collaborative and communication.											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s):		Topic(s):		Topic(s):		Topic(s):		Topic(s):		Topic(s):	
Introduction to performance Skills	Aim of A&R: Base-line of skills in lesson 1	Introduction to Performance Skills Continued	Aim of A&R: Formal end of unit assessment	Introduction and Application of Techniques	Aim of A&R: Informal	Introduction and Application of Techniques Continued	Aim of A&R: Formal end of unit assessment	'Blood Brothers'	Aim Of A&R: Formal end of year	'Blood Brothers' Continued	Aim of A&R: informal
'Big idea(s)' / fundamental concepts	To identify, apply, establish and develop basic performance skills and techniques	To identify, apply, establish and develop basic performance skills and techniques		For students to identify, apply, and establish different methods of performance.		For students to identify, apply, and establish different methods of performance.		For students to be introduced to scripted performance		For students to be introduced to scripted performance	
Knowledge to be learnt	The following skills will be understood in theory and practise: Concentration Cooperation Communication Characterisation Facial expressions Body language (static) Voice Movement Still image/tableau Mime Role-play	The following skills will be understood in theory and practise: Concentration Cooperation Communication Characterisation Facial expressions Body language (static) Voice Movement Still image/tableau Mime Role-play  NB This new knowledge is in addition to the development of knowledge learned in term 1		Mime Slow motion Flashback Cross-cutting Thought-tracking Voices in the head Narration Cliff-hanger Voiceover  NB This new knowledge is in addition to the development of knowledge learned in terms 1&2		Mime Slow motion Flashback Cross-cutting Thought-tracking Voices in the head Narration Cliff-hanger Voiceover  NB This new knowledge is in addition to the development of knowledge learned in terms 1-3		Stage directions – gestures, actions, entrances and exits, vocal delivery Script conventions Script layout Plot structure Interpretation Visualisation  NB This new knowledge is in addition to the development of knowledge learned in terms 1-4		Stage directions – gestures, actions, entrances and exits, vocal delivery Script conventions Script layout Plot structure Interpretation Visualisation  NB This new knowledge is in addition to the development of knowledge learned in terms 1-5	
Key vocabulary	All as above + Stock drama vocabulary	All as above + Stock drama vocabulary		As above + Stock Drama vocabulary		As above + Stock Drama vocabulary		As above + Stock Drama vocabulary		As above + Stock Drama vocabulary	
The role of reading and comprehension	Students will be expected to follow written tasks to allow for independent practical work  Communication skills are developed in relation to group work and performing for an audience	Students will be expected to follow written tasks to allow for independent practical work  Communication skills are developed in relation to group work and performing for an audience	To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills	Students will be expected to follow written tasks to allow for independent practical work  Communication skills are developed in relation to group work and performing for an audience	To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills	Students will be expected to follow written tasks to allow for independent practical work  Communication skills are developed in relation to group work and performing for an audience	To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills	Students will be expected to follow written tasks to allow for independent practical work  Students will be expected to read a script in performance, being able to move and consider vocal performance whilst doing so  Students will be expected to read a section of script and interpret character and character relationships to inform their performance  Students will be expected to read a section of script and be able to grasp location and events which can then be conveyed in performance  Communication skills are developed in relation to group work and performing for an audience	To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills	Students will be expected to follow written tasks to allow for independent practical work  Students will be expected to read a script in performance, being able to move and consider vocal performance whilst doing so  Students will be expected to read a section of script and interpret character and character relationships to inform their performance  Students will be expected to read a section of script and be able to grasp location and events which can then be conveyed in performance  Communication skills are developed in relation to group work and performing for an audience	To assess ability to: A01 Create & Develop Ideas A02 Applying Theatrical Skills
The role of independent extended writing	NA	NA		NA		NA		NA		NA	

The role of maths/ numeracy	Measure of time and space/area		Measure of time and space/area		Measure of time and space/area		Measure of time and space/area		Measure of time and space/area		
Links to careers/ aspirations	Actor		Actor		Actor Director		Actor Director		Actor Director Playwright		
Core skills	<p><b>To be able to:</b>  Work as part of a group  Possibly lead a group  Compromise  Resolve conflict  Establish and develop confidence  Work with focus  To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience  Create work with varying degrees of input from the teacher  Eventually be able to create a successful performance independently  Time management  Personal management  Take direction and act upon it  Give feedback that is constructive  Apply feedback  Recognise theory in practise</p>		<p><b>To be able to:</b>  Work as part of a group  Possibly lead a group  Compromise  Resolve conflict  Establish and develop confidence  Work with focus  To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience  Create work with varying degrees of input from the teacher  Eventually be able to create a successful performance independently  Time management  Personal management  Take direction and act upon it  Give feedback that is constructive  Apply feedback  Recognise theory in practise</p>		<p><b>To be able to:</b>  Work as part of a group  Possibly lead a group  Compromise  Resolve conflict  Establish and develop confidence  Work with focus  To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience  Create work with varying degrees of input from the teacher  Eventually be able to create a successful performance independently  Time management  Personal management  Take direction and act upon it  Give feedback that is constructive  Apply feedback  Recognise theory in practise  Develop knowledge, understanding and application of different drama techniques (all of which our outlined above)</p>		<p><b>To be able to:</b>  Work as part of a group  Possibly lead a group  Compromise  Resolve conflict  Establish and develop confidence  Work with focus  To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience  Create work with varying degrees of input from the teacher  Eventually be able to create a successful performance independently  Time management  Personal management  Take direction and act upon it  Give feedback that is constructive  Apply feedback  Recognise theory in practise  Develop knowledge, understanding and application of different drama techniques (all of which our outlined above)</p>		<p><b>To be able to:</b>  Work as part of a group  Possibly lead a group  Compromise  Resolve conflict  Establish and develop confidence  Work with focus  To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience  Time management  Personal management  Give feedback that is constructive  Apply feedback  Recognise theory in practise  Recognise and apply different drama techniques as written in the script  Read to a sufficient standard to play a role  Use and employ stage directions  Interpret a character  Portray a character accurately</p>		<p><b>To be able to:</b>  Work as part of a group  Possibly lead a group  Compromise  Resolve conflict  Establish and develop confidence  Work with focus  To be able to communicate through vocal, physical and facial skills, both within a group setting but also when performing to an audience  Time management  Personal management  Give feedback that is constructive  Apply feedback  Recognise theory in practise  Recognise and apply different drama techniques as written in the script  Read to a sufficient standard to play a role  Use and employ stage directions  Interpret a character  Portray a character accurately</p>
Dept. enrichment activities	<p>In relation to enrichment activities for Year 7 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p>		<p>In relation to enrichment activities for Year 7 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p>		<p>In relation to enrichment activities for Year 7 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p>		<p>In relation to enrichment activities for Year 7 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p>		<p>In relation to enrichment activities for Year 7 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p>		<p>In relation to enrichment activities for Year 7 Drama students, we offer opportunities such as theatre visits, professional workshops and performances in the showcase.</p> <p>We do this through participation in our Junior Company, which meets once a week with our Yr13 students who take charge, running workshops and creating performance work. This establishes leadership skills for yr13 and a vertical year group collaboration as well as the above performance opportunities.</p> <p>Able students may be invited to join our Senior or Girls Companies, which are comprised of selected students from across all Key Stages. They work to the same ends as the Junior Company but in a different format.</p>

Home learning opportunities	Observational awareness of people and situations, reactions and communication. Developing 'reading' skills, looking at the ways in which we take in information. For example, through tone of voice or the speed at which someone does something. Students could watch live or recorded live theatre performances to gain creative inspiration		Observational awareness of people and situations, reactions and communication. Developing 'reading' skills, looking at the ways in which we take in information. For example, through tone of voice or the speed at which someone does something. Students could watch live or recorded live theatre performances to gain creative inspiration		Through watching films and TV students can identify different techniques in action, for example soap operas use role-play, cross-cutting and cliff-hanger. Animated and CG programs use voice over. Harry Potter films employ a lot of flashback. Students could watch live or recorded live theatre performances to gain creative inspiration		Through watching films and TV students can identify different techniques in action, for example soap operas use role-play, cross-cutting and cliff-hanger. Animated and CG programs use voice over. Harry Potter films employ a lot of flashback. Students could watch live or recorded live theatre performances to gain creative inspiration		The whole play could be read. The play could be researched online. Performances of the play and/or scene could be watched. Students could watch live or recorded live theatre performances to gain creative inspiration		The whole play could be read. The play could be researched online. Performances of the play and/or scene could be watched. Students could watch live or recorded live theatre performances to gain creative inspiration	
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