

Curriculum Content Map		Subject: Drama Year 7		
		Half Term 1 / 4	Half Term 2 / 5	Half Term 3 / 6
	Units of Work	Project 1 - Skills Introduction Performance Skills Body Language Facial Expressions Basic Storytelling Project 2 - Improvisation Accepting and Blocking Building Spontaneous and Planned Status	Project 3 - Devised Theatre Genre Stock Characters Movement Project 4 - Scripted- Pantomime Scripts Hot-seating- Rehearsal Characterisation	Project 5 - Mime and storytelling Mime Masks Character Narration Project 6 -The Tempest Characterisation Blocking
Cultural Transmission	National Curriculum area – KS3	Spoken English: 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.	Reading: understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	Spoken English: 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.
	Substantive Knowledge	The What! The first year of art begins with developing the substantive knowledge of our students allowing them to develop their performance skills and their ability to devise. Students will explore a range of styles and approaches to drama and modern performance whilst regularly revisiting and strengthening their skills. Students will develop a broad understanding of how to develop a devised piece of theatre both from improvisation and stimulus throughout this year. Throughout year 7 drama, students will build upon skills that they have explored in primary school and ensure a well-rounded and embedded knowledge is developed. By exploring a broad and balanced range of topics, a firm foundation of the art is developed for students that leads to a firm application in assessment. By exploring tableaux, thought tracking, narration, basic storytelling, accepting & blocking, scene building, spontaneous & planned, improvisation and status in our first drama rotation. Students are then introduced to the basics of improvisation and are able to apply this to given stimuli that will embed an understanding of how to create theatre.		
	Disciplinary knowledge	The How! Students will explore a range of skills, common practices and conventions within theatre and apply these to their own performance style. Students will tell a fairy tale story through tableaux and thought tracking as well as respond to an improvisation task in small groups. They will perform brief scenes incorporating established and newer performance practice whilst developing their undertaking of characterisation. Students will be able to apply their knowledge to a known text by the end of this year. Students will explore the language of characterisation, stock characters, genre, voice control, movement statements and hot-seating. Students will develop a comedic performance based around the skills and virtues explored with a particular focus on Good Speech, Good Temper and Good Humour. By exploring the genre of Pantomime, students develop an understanding of how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. In the third rotation we explore the application of mime, narration and chorus. The academic learning culminates in an exploration of The BFG and link this to the exploration of the skills and virtues we have developed throughout the year. Throughout the curriculum, a differentiated approach is provided to ensure that all students are able to engage in the curriculum from a performance, directorial and designing perspective to ensure enable engagement of all abilities. The application of these skills and abilities enable our students to improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, role, intonation, tone, volume, mood, silence, stillness and action to add impact to their performances and further this with a clear link to the English curriculum.		
	Sequencing (Flow)	Retrieval & Extension Building upon the entry practices of our main feeder schools, the development of drama as a subject focusses on the development of the student's confidence and their ability to communicate meaning in a performance environment.	Working with the skills and knowledge developed in the first projects, students will be able to demonstrate their abilities of improvisation and and group work and create a brief scene incorporating their key skills.	Students will use their knowledge from the first two projects and demonstrate their understanding of a known play and how this character develops throughout the piece.
	Summative Assessment	Students will select a fairy tale and perform it applying 3 known additions throughout.	Students will perform Lazzi in pairs.	Students will perform a given scene from The Tempest.
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue. Friendliness and Civility – Introduction to Van Gogh and the treatment he received from his brother and friend (Dr Gashe) who helped him cope with his mental health. Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way. Problem Solving – understanding how the creative industry uses colour theory knowledge to solve creative problems Generosity – Looking at the act of gifting cards and presents.	Gratitude - Being grateful for the food we have. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how to work with clay and to master this technique. Self-Mastery - Understanding how architects master their skills to create appropriate designs. Compassion – Considering others dietary needs when creating a menu. Good Sense – Working with recycled materials to help save the planet.
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)
	Link to Skill	Transferable skills Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work, then leading on their own performance. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own art and the work of others. Staying Positive – Staying positive when analysing your own work.	Aiming High – Aiming for a platinum outcome with a detailed observation and character analysis. Aiming High –Aiming for a platinum outcome with a structured performance Speaking – Explaining and supporting their chosen performance style Teamwork – Working together to create a meaningful piece of drama
Preparation for Citizenship	SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage respect for other people Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence;
	Link to SMSC & British Values	Developing opinions on current issues Looking at a range of styles from traditional performance students will develop a broad understanding of how theatre and performance is created. Developing a deeper understanding of performance and the application of characterisation to know the intentions of a piece. Exploring a known text, students are able to analyse the key concepts of performance and relate these to the telling of the story. Students will be able to experience live theatre in a provincial theatre and engage with major conventions of performance and pantomime. The exploration of live theatre will enhance student's appreciation of live theatre and contribute to the development of cultural capital for all students. Pupil Premium students will be given the opportunity, perhaps for the first time, of engaging with live performance in a professional forum at a professional theatre.		