

Curriculum Map: DRAMA Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge 'I Know'</p>	<p><u>Introduction to Drama Skills & Techniques</u></p> <p>Students know what the expectations are in Drama. Students understand basic skills and techniques: the building blocks of Drama</p>	<p><u>Theatre History</u> European, African & Japanese Theatre</p> <p>Students will explore a range of historical theatre types / styles by learning about Greek Theatre, Commedia Dell'arte, Melodrama, African Theatre, Noh, and Kabuki Theatre.</p>	<p><u>Characterisation</u> Stanislavski</p> <p>Students will learn about 'The system' and will use the methodologies and techniques to develop character over the course of the half term. They will learn the importance of sustainable and believable characters by building a character from observation, given circumstances and by applying objectives and super-objectives.</p>	<p><u>Devising from Stimulus</u> The Odyssey (Performing & Designing)</p> <p>Students will know what a stimulus is and how to use to devise theatre. Students will know 'what 'to expect for 'Devising Drama 'with focus on 'The Odyssey' (Homer), as a starting point. Students will perform and/or design for this study.</p>	<p><u>Devising from Stimulus</u> The Odyssey (Performing & Designing)</p> <p>Students will know what a stimulus is and how to use to devise theatre. Students will know 'what 'to expect for 'Devising Drama 'with focus on 'The Odyssey' (Homer), as a starting point. Students will perform and/or design for this study.</p>	<p><u>Scripted</u> Performing & Designing / Review (Treasure Island)</p> <p>Students will explore 'Treasure Island' - NT Live, through performance and design work, and will know 'what 'to expect for writing a Live Performance Review.</p>
<p>Skills Procedural Knowledge 'I know how to'</p>	<p>Students will know how to use a range of skills and techniques when creating and performing, including: tableaux (still image), mime, thought-tracking and improvisation: spontaneous and devised. Students will be able to create sustainable and believable characters.</p>	<p>Students will know how to use aspects of Greek Theatre, Commedia Dell'arte, Melodrama, African Theatre, Noh, and Kabuki Theatre, including how to approach performance and create / perform character types.</p>	<p>Students will know how to build a character, considering observation, given circumstances, objectives, and super-objectives. They will know how to apply 'The system 'to their character development creating believable, sustained characterisation.</p>	<p>Students will know how to use stimuli to develop ideas, create and deliver a performance. They will know how to link their ideas back to their given starting point. They will know how to work effectively in a group and to analyse and evaluate their work in reflection.</p>	<p>Students will know how to use stimuli to develop ideas, create and deliver a performance. They will know how to link their ideas back to their given starting point. They will know how to work effectively in a group and to analyse and evaluate their work in reflection.</p>	<p>Students will know how to interpret a script for performance, including blocking/stage planning to bring a script to life. They will know how to plan and design different theatre crafts for performance. They will know how to analyse and evaluate a live performance.</p>

<p>Strategies Conditional Knowledge 'I know when to'</p>	<p>Students will know when to apply the four main performance skills (facial expressions, body language, vocal, spatial) to explorative, developmental and performance work.</p>	<p>Students will know when developments in theatre took place and how it shaped approaches to performance. They will be able to make links between time periods.</p>	<p>Students will know when to apply Stanislavskian strategies to develop character through exploration, development, and performance work.</p>	<p>Students will know when to link ideas back to the original starting point / stimuli in practice and reflection.</p>	<p>Students will know when to link ideas back to the original starting point / stimuli in practice and reflection.</p>	<p>Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review.</p>
<p>Key Questions</p>	<p>Why are the 3 C's (communication, co-operation, and concentration) important in becoming successful in Drama? Why is teamwork so important in Drama? How can we use a tableau / still image and/or thought tracking to find out more information about a character? To tell a story. What is the difference between spontaneous and devised improvisation?</p>	<p>Why was the chorus so significant in Greek Theatre? How is Commedia Dell'arte relevant now? How did Melodrama influence the development of theatre? What elements of African Theatre can be seen in European Theatre? How were stock characters defined in Japanese Theatre?</p>	<p>What makes a character believable? How can Stanislavski's approach to theatre / characterisation create believable characters? How is 'the system' relevant to today's actors?</p>	<p>What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama?</p>	<p>What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama?</p>	<p>What challenges have you faced in using script? How have you made decisions about the design work for Treasure Island? What is your opinion of the National Theatre's production from an audience viewpoint?</p>

Assessment topics	Collaborative group assessment based on improvisation and tableaux work against 'creating' criteria. Additionally reflective assessment of peers in performance through written feedback.	Drama assessment on ShowMyHomework / Satchel: One (quiz) to test understanding of different theatre types / styles and key identifiers.	Collaborative group, pair and individual assessment based on work produced over the half term against 'performing' criteria.	Collaborative group and individual assessment based on 'creating' criteria in readiness for performance in Summer 1.	Collaborative group and individual assessment based on 'performing' or 'designing' criteria. Additionally individual assessment based on 'analysing / evaluating' criteria when reflecting on performance work.	Individual assessment based on 'analysing / evaluating' criteria when reflecting on live performance through review.
Cross curricular links/Character Education	Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence	History - Time periods; Music - associated with study of theatre types/styles / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Literacy (through use of type / style specific vocabulary), Cultural appreciation	Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence	English - The Odyssey; Art - Costume & Set design options; Music - to create atmosphere in performances / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence	English - The Odyssey; Art - Costume & Set design options; Music - to create atmosphere in performances / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence	Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation