



# Curriculum Map



Subject: Drama

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<u>Greek Theatre</u>  Key terminology: Amphitheatre Narration Tableau Choral- Movement/Speech Characterisation GEMS - ( <i>Gesture, Expression, Movement, Speech</i> )	<u>Pantomime</u>  Key terminology: Stage Directions Stock Character Personification Melodrama Pupperty Split-screen GEMS	<u>Evacuees</u>  Key terminology: Verbatim Theatre Stimulus Naturalism Slo-motion Production Elements Context Review Empathy	<u>Darkwood Manor</u>  Key terminology: Devising Improvisation Vocal techniques Characterisation Staging Styles Soundscape	<u>Silent Movies</u>  Key terminology: Physicality Mime Slapstick Genre Placards Storyboard Archetypes Mask work	<u>Superheroes</u>  Key terminology: Status Stage Combat Concept Design Hot Seating Flashback Characterisation GEMS Thoughts Aloud
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	TBAT: Understand the benefits of using narration in performance Demonstrate collaboration skills in a Choral Movement/Speech performance Create/design masks authentic to the historical era Demonstrate correct use of GEMS within a performance	TBAT: Understand the history of Pantomime Demonstrate a clear understanding on stage directions Develop the physical skills to visualise a stock character using GEMS Create/design a sock puppet using stock characters as a stimuli Demonstrate a good example of split-screen in performance	TBAT: Create a performance set in a historical period Use Verbatim in an empathetic and creative manner Develop physicality within a naturalistic character demonstrate a use of different staging styles Analyse a performance with production elements (staging styles, lighting, set, sound, costume and props)	TBAT: Understand how to build tension through Soundscape Demonstrate how to use improvisation within a scene Deliver a character through use of different vocal techniques Differentiate between different staging styles and use these in a performance Discover the conclusion to a performance through problem solving	TBAT: Understand what non-verbal communication is and its importance Use physicality to create a comedy sketch Demonstrate a use of archetypes within a performance Create a mask based upon an archetype for use in lesson	TBAT: Create a costume of a superhero and detail their characteristics Demonstrate a variation of different stage combat techniques in a safe manner Use a storyline to create a flashback moment Participate in a Hot-Seating challenge to develop characterisation Create a performance via film advertising a superhero group
<b>Assessment</b>	<u>PERFORMANCE ASSESSMENT</u> - Using the story of Hercules, create a performance using the	<u>EVALUATION LOG</u> - Developing the skills of particular stock characters, will lead onto a performance which will	<u>LIVE THEATRE REVIEW</u> - Watching a production of The Railway Children, write a live theatre review with the focus	<u>ROLE ON THE WALL</u> - After exploring the characters of Darkwood Manor, create a role-on-	<u>PERFORMANCE ASSESSMENT</u> - Using the storyboard created to develop a silent movie scenario,	<u>SHORT FILM ASSESSMENT</u> - After developing a superhero character, heroes and villains will



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	dramatic techniques learnt	be evaluated as an individual	upon production elements	the-wall to show characteristics	this will be performed using the techniques learnt	create an advert displaying why their powers are more superior
<b>Literacy/Numeracy/SMSC/Character</b>	<b>Literacy</b> - Script reading <b>Numeracy</b> - Through rhythm and groupwork <b>SMSC</b> - Collaboration, Public Speaking, Research, Physical skills, Historical context	<b>Literacy</b> - Script reading <b>Numeracy</b> - Through rhythm and groupwork <b>SMSC</b> - Physical and vocal skills, Team work, Leadership, Creativity, Diversity	<b>Literacy</b> - Script reading <b>Numeracy</b> - Through rhythm and groupwork <b>SMSC</b> - Research into historical context, Emotional connection, Creativity, Collaboration	<b>Literacy</b> - Script reading <b>Numeracy</b> - Through rhythm and groupwork <b>SMSC</b> - Problem solving, Collaboration, Adaptability, Organisation, Economic Context - Class System	<b>Literacy</b> - Script reading <b>Numeracy</b> - Through rhythm and groupwork <b>SMSC</b> - Teamwork, Concentration, Social context - history of film-making and technology,	<b>Literacy</b> - Script reading <b>Numeracy</b> - Through rhythm and groupwork <b>SMSC</b> - Public speaking, Physical skills, collaboration, time management, Identity
<b>Rationale &amp; Links to learning</b>	In conjunction with English, Greek myths Reflects on basic drama techniques taught at KS2					