



Bishop Stopford's School

Curriculum Map Year 7

Drama

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<p>• What is my base? Why? Foundations finding out where the students are? What is their experience so far and understanding of Drama. Staff also can gain an understanding of student confidence and ability whether this be academically or performance. Provide an opportunity to explore KS2 learning and adjust to suit cohort</p>	<p>• Theatre History Time Machine - What is Theatre? Why? To give an understanding of different types of Theatre through the ages. Physical Theatre - Exploration of Physical Theatre Frantic Assembly – 1994 Greek Theatre – The Chorus – 550 BC Commedia Del Arte – Mask work and the hierarchy of character -</p>	<p>• Theatre History Machine - What is Theatre? Why? To give an understanding of different types of Theatre through the ages. Shakespeare Innit Blud - 1591 Mime – Jacques Lecoq</p>	<p>• Theatre History Machine - What is Theatre? Why? To give an understanding of different types of Theatre through the ages. Musical Theatre Creating a performance and modeling our knowledge</p>	<p>• The Production Why? How do you read a text? What layers create a performance? Set Text Production process</p>	<p>• What is the point of Drama? Why? To give an understanding of Drama as transferrable skills and being in the audience as entertainment. Audit Skills To be an audience member. To be a critique.</p>
Core Skills	Use of Voice, movement, ability to understand a piece that will be performed. Collaboration, communication, imagination.	Physical Theatre - Use of levels, movement, space, proxemics, confidence, teamwork, creativity. Commedia - Creation of mask, creativity and imagination to apply the use of gesture and hierarchy within the servant master relationships.	Shakespeare - understanding and analysing, research, performance, use of voice - pace, pitch, tone, pause. Apply understanding to create own piece. Mime - Self Expression, creation, characterisation, teamwork, use of body to apply meaning.	Musical Theatre - Acting, Dancing, Singing, chorus, collaboration, self-expression, characterisation, ensemble. Creating a performance and modelling knowledge learnt to apply and chose a style to create a performance	Confidence, reading aloud, communication, self-esteem, self-awareness, characterisation, voice.	Audit skills to be completed, self-assessment in relation to learning across the year. Self - Expression, verbal-reasoning, motivation, collaboration, self-esteem, communication, self-esteem, concentration, imagination, characterisation, confidence, movement, voice, belief, teamwork, evaluation, analysis,
Core Knowledge	Learning about each other, as a starting point of what knowledge they have joined us with. Voice - understanding the mechanics of - pause, pace, pitch, intonation, projection. Movement - levels, use of space, gesture, facial expression, non-verbal communication	Physical Theatre - How the body can portray emotion and inanimate objects. Commedia Del Arte - Understanding the hierarchy and use of gesture, mask and mime to portray relationships.	Shakespeare - Who is Shakespeare? Understanding the language and the iambic pentametre Mime - Understanding the origins of and what aspects of body are needed to apply mime	Musical Theatre - key aspects as to what makes a musical. Use of ensemble Performance and modelling knowledge - Outline of how to create own performance and apply the style selected to create a piece.	How a play is written and by who? Key terms within a play text. How do you recognise a play text? Reading as a class.	Audience etiquette, different types of Theatre, analysis, evaluation, critique, identify performance.
Assesment & Feedback	Feedback form in relation to E/D/S/M in relation to performance and written response of www/ebi.	Feedback form in relation to E/D/S/M in relation to workshop performances and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 7	Feedback form in relation to E/D/S/M in relation to workshop performances and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 7	Feedback form in relation to E/D/S/M in relation to workshop performances and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 7	Feedback form in relation to E/D/S/M in relation to final performance that link to the previous work and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 7	Feedback form in relation to E/D/S/M in relation to how they manage being an audience member (understanding audience etiquette) also written assessment in relation to analysis and evaluation of Theatre. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 7
Link to prior learning	Linked to prior knowledge at KS2	Linked to learning across the curriculum, showing how transferable skills are used within Drama and how it links with every subject on the curriculum	Link to previous module which shows a Theatrical Journey of change within the Theatre industry and how it was used for understanding the world outside and indeed also for escapism.	Link to previous module which shows a Theatrical Journey of change within the Theatre industry and how it was used for understanding the world outside and indeed also for escapism. Students choose a style of Theatre to create a piece of Theatre based off of a set text and apply prior learning.	Students apply knowledge learnt in previous modules to see the difference between creation of circumstances (devising) to set circumstances (play text)	Link to previous modules as oppose to being the performer they are now the audience, students therefore see the Theatre from the other side of the stage. Skills Audit done in relation to their whole year of learning. This creates a flight path that will be carried into Year 8
Outside learning/trips	Look out for the auditions board outside the Drama room. Drama club Wednesday evening 3.15pm Stage Battle – Lip Synch, rap battle, dance battle, karaoke battle – which battle will be yours. 1.30pm Friday Lunchtime Various Theatre trips are put on throughout the year.					Extra Curriculum clubs as previously mentioned. However, also whole school Theatre trip and wholeschool family Theatre trip enabling cultural capital for all.