


Performing Arts Department – Year 7 Drama

 Shirley High Curriculum Map	<i>The Emerging Drama Student will be introduced to foundation drama skills and techniques, learn how to create and perform a character, begin to develop an appreciation for drama through the ages and be introduced to working with a script.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Foundation for Drama	The Evacuees	An Introduction to Shakespeare	Greek Theatre – My Father Odysseus	The Twits	Musical Theatre – Matilda
Why Now?	To learn the basic drama skills and techniques, fundamental to the start of their drama education.	To develop their use of basic drama skills and techniques, in role. Developing the ability to create and perform a character.	To begin developing an appreciation for drama through the ages, which will be developed upon in Year 8.	To begin developing an appreciation for drama through the ages, which will be developed upon in Year 8.	To be introduced to working with a script, and further development of creating and performing a character.	To combine the three disciplines across the department. Beginning to learn the inter-relationship between music, dance and drama.
Fundamental Concepts	<ul style="list-style-type: none"> -To understand the expectations of drama at SHS. -To learn how to create a successful still image. -To learn what a mime is and how to make it successful. -To learn what physical theatre is, and to create an effective essence machine. -To learn how to create a role-play. -To create a performance for assessment that clearly shows the location, scenario and characters and has a clear beginning, middle and end. 	<ul style="list-style-type: none"> -To be able to use mime effectively, and to understand the term 'improvisation'. -To understand the purpose of thought-tracking in drama -To use thought-tracking in performance. -To be introduced to, and use basic characterisation skills in performance. -To be able to use cross-cutting in drama. -To understand how to show contrast in drama. -To understand what non-naturalistic drama is. -To develop a performance of a script, and create and perform a clear character. 	<ul style="list-style-type: none"> -To be introduced to Shakespeare and to consider the themes and storylines that run through the work. -To gain an insight into how Shakespeare is used today. -To practically explore the story of Hamlet. -To stage act 1 scene 1 using explorative work to scaffold. -To discuss the family feud, and reasons for this, devising around the theme. -To stage the prologue in Romeo & Juliet. -To stage the fight scene in Romeo & Juliet, exploring classical and modern interpretations. -To explore the Island setting of The Tempest and how this could be realised practically. -To rehearse a piece of Shakespeare text to be performed in an assessment. 	<ul style="list-style-type: none"> -To introduce key characters, themes and tensions. -To explore extracts of the script physically and vocally and become familiar with the language. -To consider how you might stage the opening lines of the play as a chorus. -To become familiar with the feel and rhythm of opening lines from the play. -To explore the character of Telemachus and his feelings of frustration. -To explore the complex family dynamic at the heart of the play; mother, son, absent father. -To introduce the key events in Odysseus' journey and the timeline that leads up to the opening of the play. -To deepen our understanding of the relationship between key characters. -To explore the relationship between Telemachus and his mother, Penelope. -To consider how Telemachus might feel about the suitors and what he can do about it. -To use scripting and performance as a means of expressing ideas about character and themes in the play. -To create a performance for assessment, using Greek Chorus techniques. 	<ul style="list-style-type: none"> -To understand, apply and create a character using movement and voice. -To explore characters thoughts and feeling from within the text. -To understand and apply role-play and thought tracking in a piece of drama. -To understand and apply tension and atmosphere to a comedic scene. -To create a piece of drama showing clear character and applying tension and atmosphere. -To understand and infer character information based on a script comprehension task. -To understand and apply narration within a scene. -To create and rehearse a scene applying techniques learnt this term for performance assessment. 	<ul style="list-style-type: none"> -To be introduced to musical theatre, namely Matilda the musical. -To explore Matilda's home life. -To create actions and movements to represent/symbolise the lyrics of 'School Song'. -To be introduced to the character of Miss Trunchball. -To practically explore the characteristics of Miss Trunchball. -To use movement to show status and build tension in a scene. -To use still image to explore 'The Chokey'. -To perform the 'Chokey Chant' with movement and voice.
Students will...	<ul style="list-style-type: none"> -- learn what is expected of a SHS Drama student/use of studio spaces. -be introduced to the key drama skills and techniques, fundamental to the start of their drama education: <ul style="list-style-type: none"> ● Still Image ● Mime ● Physical Theatre ● Role Play ● Gesture ● Facial Expression ● Levels ● Use of Space ● Body Language -develop the ability to use those skills and techniques competently and understand how to make their use of them successful. - develop the ability to work collaboratively. -build confidence working as an ensemble. -develop the ability to evaluate their own work, and the work of others using key terminology. -develop the ability to lead in the creation of group work and consider the ways in which the work of their group can be improved on. 	<ul style="list-style-type: none"> -develop their use of key drama skills and techniques, whilst exploring the "journey" of a WWII evacuee. -develop their ability to create and perform a character, considering the use of vocal and physical skills: <ul style="list-style-type: none"> ● Gesture ● Facial Expression ● Body Language ● Pitch ● Pace ● Volume ● Tone -develop the ability to use those skills competently and understand how to make their use of them successful. -develop their ability to apply drama techniques in performance: <ul style="list-style-type: none"> ● Mime ● Thought-tracking ● Role Play ● Still Image ● Physical Theatre -develop the ability to work collaboratively. -develop the ability to evaluate their own work, and the work of others using key terminology. -develop the ability to lead in the creation of group work and consider the ways in which the work of their group can be improved on. 	<ul style="list-style-type: none"> -develop their use of key drama skills and techniques, whilst exploring popular Shakespearean plays. -develop their ability to create and perform a character, considering the use of vocal and physical skills: <ul style="list-style-type: none"> ● Gesture ● Facial Expression ● Body Language ● Pitch ● Pace ● Volume ● Tone -develop the ability to use those skills competently and understand how to make their use of them successful. - be introduced to how tension is used in drama and be able to use and develop tension effectively in their work. -develop their ability to apply drama techniques in performance: <ul style="list-style-type: none"> ● Still Image ● Synchronised Movement ● Physical Theatre ● Stage Fighting ● Soundscape -develop the ability to work collaboratively. -develop the ability to evaluate their own work, and the work of others using key terminology. -develop the ability to lead in the creation of group work and consider the ways in which the work of their group can be improved on. 	<ul style="list-style-type: none"> - be introduced to the story of Odysseus and explore the plot, characters and themes. - be introduced to the idea of a Greek Chorus, and develop their use of Greek Chorus Techniques: <ul style="list-style-type: none"> ● Speaking in unison ● Canon ● Pace ● Levels ● Gesture - work in groups to create an ensemble/chorus. - develop the ability to use Greek Chorus techniques competently and understand how to make their use of them successful. -develop their ability to create and perform a character, considering the use of vocal and physical skills: <ul style="list-style-type: none"> ● Gesture ● Facial Expression ● Body Language ● Pitch ● Pace ● Volume ● Tone -develop the ability to use and develop tension effectively in their work, to show the relationships between the characters. -develop the ability to work collaboratively. -develop the ability to evaluate their own work, and the work of others using key terminology. -develop the ability to lead in the creation of group work and consider the ways in 	<ul style="list-style-type: none"> - be introduced to the plot, characters and themes within the play text, The Twits. -develop their ability to create and perform a character, considering the use of vocal and physical skills: <ul style="list-style-type: none"> ● Gesture ● Facial Expression ● Body Language ● Pitch ● Pace ● Volume ● Tone -develop the ability to use those skills competently and understand how to make their use of them successful. - develop their use of drama techniques to develop the characters they create: <ul style="list-style-type: none"> ● Mime ● Synchronised Movement ● Thought-tracking ● Still Image ● Narration -develop the ability to be able to use and develop tension and comedy effectively in their work, to show the relationships between the characters. -develop the ability to work collaboratively. -develop the ability to evaluate their own work, and the work of others using key terminology. -develop the ability to lead in the creation of group work and consider the ways in which the work of their group can be improved on. 	<ul style="list-style-type: none"> - be introduced to Matilda the musical, and what musical theatre is. - develop their use of vocal and physical skills to create a character: <ul style="list-style-type: none"> ● Gesture ● Facial Expression ● Body Language ● Pitch ● Pace ● Volume ● Tone -develop the ability to use those skills competently and understand how to make their use of them successful. - develop the ability to combine music, dance and drama in performance. - develop the ability to learn and create choreography and song lyrics. -develop the ability to work collaboratively. -develop the ability to evaluate their own work, and the work of others using key terminology. -develop the ability to lead in the creation of group work and consider the ways in which the work of their group can be improved on.

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Language for Life (Key terms/Vocabulary)	Still image, Mime, Physical Theatre, Role Play, Location, Situation, Character, Facial Expressions, Levels, Use of Space, Awareness of Audience, Body Language, Gesture, Imaginary objects, People as props, essence machine.	Mime, Improvisation, Thought-tracking, cross-cutting, contrast, Facial Expressions, Body Language, non-naturalistic/abstract drama, Physical Theatre, people as props, soundscape, slow motion, canon, unison, narration, use of space, levels, voice, movement, gesture, script, off-script, characterisation.	William Shakespeare, themes, storyline, language, tragedy, comedy, history, speech, still image, stage, explorative work, Hamlet, ensemble, synchronised, physical theatre, story whoosh, script, atmosphere, facial expression, use of space, soundscape, pause, lighting, Romeo and Juliet, devising, prologue, interpretation, levels, body language, improvisation, tension, stage fighting, eye contact, tone, The Tempest, setting, pitch, sound effects, projection, canon, layering, plot.	Character, Theme, Tension, Still Image, Physical Image, Unison, Text, Chorus, Rhythm, Call and Response, Gesture, Pace, Canon, Levels, Direction, Contrast, Transition, Thought-tracking, Script	Movement, Characters, On Text, Off Text, Inference, Deduction, Mime, Dialogue, Voice, Physical theatre, role-play, thought tracking, still image, tension, atmosphere, voice, space, comprehension, design, costume, annotations, justify, vocal skills, physical skills, narration, characterisation, comedy, slapstick, climax, anti-climax.	Musical theatre, characterisation, character, vocal skills, physical skills, trailer, improvisation, character profile, actions, movements, symbolise, lyrics, verse, style, still image, transition, status, tension, quality of movement, role on the wall, devise, script, motif.
Extended writing Opportunities	Script writing Creating a storyboard	Fact file on WWII evacuees Diary entry as an evacuee Writing a letter home to family	Fact file on Shakespeare and his plays	Fact file on Greek Theatre Script writing Writing a monologue Creating a character profile	Script writing Fact file on Roald Dahl	Writing own chokey chant Creating a character profile
Maths Across the Curriculum	Groupings in numbers, timings of performance, creating shapes (physical theatre), angles(facing actors/audience), spacing, proxemics, distance on stage to audience/actors/props/set	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing, proxemics, distance on stage to audience/actors/props/set	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing, proxemics, distance on stage to audience/actors/props/set	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing, proxemics, distance on stage to audience/actors/props/set	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing, proxemics, distance on stage to audience/actors/props/set	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing, proxemics, distance on stage to audience/actors/props/set
Links to careers/aspirations	Actor, Director, Business Manager (leading of group work)	Actor, Director, Business Manager (leading of group work)	Actor, Director, Business Manager (leading of group work)	Actor, Director, Business Manager (leading of group work)	Actor, Director, Business Manager (leading of group work)	Actor, Director, Business Manager (leading of group work)
Cultural Capital	Students to work in diverse and mixed groups Exploring the work from multiple perspectives Encouraging the expression of diverse perspectives and interpretations Opportunities for students to draw on their own experiences KS3 Drama Club	Exploring life in WWII Britain Students to work in diverse and mixed groups Exploring the work from multiple perspectives Encouraging the expression of diverse perspectives and interpretations Opportunities for students to draw on their own experiences KS3 Drama Club	Exploring Shakespearean language Students to work in diverse and mixed groups Exploring the work from multiple perspectives Encouraging the expression of diverse perspectives and interpretations KS3 Drama Club	Exploring the experience of drama from another country Students to work in diverse and mixed groups Exploring the work from multiple perspectives Encouraging the expression of diverse perspectives and interpretations Opportunities for students to draw on their own experiences Challenging gender biases KS3 Drama Club	Students to work in diverse and mixed groups Exploring the work from multiple perspectives Encouraging the expression of diverse perspectives and interpretations KS3 Drama Club	Students to work in diverse and mixed groups Exploring the work from multiple perspectives Encouraging the expression of diverse perspectives and interpretations Opportunities for students to draw on their own experiences KS3 Drama Club
Practical Application of Skills	Performing skills and techniques learned in a practical assessment	Performing skills and techniques learned in a practical assessment	Performing skills and techniques learned in a practical assessment	Performing skills and techniques learned in a practical assessment	Performing skills and techniques learned in a practical assessment	Performing skills and techniques learned in a practical assessment