

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:
	<i>Wizard of Oz</i>	<i>Wizard of Oz/Pantomime Cont</i>	<i>Sparkle Shark</i>	<i>Sparkle Shark</i>	<i>Matilda</i>	<i>The Twits</i>
Why Now?	Introduces Year 7 students to core theatrical and performance skills through an accessible story. Students build characterisation, learn how to sustain a role, recognise four key stage types and begin exploring pantomime conventions. The scheme establishes the performance vocabulary and audience-awareness needed for later scripted and devised work.	Continues to explore students to the theatrical and performance skills through an accessible story. Students build characterisation, learn how to sustain a role, recognise four key stage types and begin exploring pantomime conventions. The scheme establishes the performance vocabulary and audience-awareness needed for later scripted and devised work.	Builds on the stage awareness and characterisation developed earlier in Year 7 by introducing sustained work from a play script. Students learn how scripted dialogue, vocal choices and proxemics communicate plot, character and relationships.	Builds on Spring 1 by deepening physical and vocal characterisation. Students use body, gesture, voice and physical theatre to communicate emotion, strengthen intelligence	Introduces the world and characters of Matilda and builds from prior character work. Students explore injustice and revenge while developing how vocal and physical choices communicate a character and their backstory.	Brings everything together with physical theatre and exaggerated characters, offering a fun and creative way to showcase all the skills learned throughout the year.
Fundamental Concepts	Stage Types and Spatial Awareness: Recognising and practically using stage types including in-the-round, traverse and open stage. Characterisation: Developing movement, facial expression, gesture and voice to create and sustain roles such as Dorothy, Scarecrow and Tin Man. Tension and Physical Theatre: Using percentage of tension, controlled movement and non-naturalistic physical theatre to communicate objects, environments and character. Pantomime Conventions: Understanding stock characters, exaggerated physical and vocal choices, main/sub characters and audience engagement. Interpretation and Engagement: Selecting theatrical skills to make plot, character and relationships clear while sustaining audience interest	Stage Types and Spatial Awareness: Recognising and practically using stage types including in-the-round, traverse and open stage. Characterisation: Developing movement, facial expression, gesture and voice to create and sustain roles such as Dorothy, Scarecrow and Tin Man. Tension and Physical Theatre: Using percentage of tension, controlled movement and non-naturalistic physical theatre to communicate objects, environments and character. Pantomime Conventions: Understanding stock characters, exaggerated physical and vocal choices, main/sub characters and audience engagement. Interpretation and Engagement: Selecting theatrical skills to make plot, character and relationships clear while sustaining audience interest	Play Script Conventions: Understand how the script communicates plot, character and action. Vocal Skills: Develop tone, pitch and volume to communicate character and meaning. Movement & Proxemics: Use movement, stage space and proxemics to show relationships and interaction. Interpretation & Engagement: Select theatrical skills to interpret short scripted scenes and sustain interest.	Characterisation: Develop confident character work through body, gesture and voice. Physical Theatre: Use the body and performance space to communicate tension, aggression, imagination and emotion. Interaction & Audience: Use organised interaction and performance choices to support the scene and audience engagement. Live Theatre Viewing: Develop understanding of performance choices through viewing and discussion	Characterisation: Use voice, posture, movement, gesture and facial expression to communicate character. Vocal Skills: Consider tone, pitch, volume and accent. Backstory: Create a past that helps explain why a character behaves as they do. Structure: Shape a short scene with a clear beginning, middle and end. Performance & Feedback: Sustain a role a	Characterisation and Exaggeration: Exploring the exaggerated characteristics of Mr. and Mrs. Twit through vocal and physical techniques to portray their grotesque personalities. - Storytelling Through Movement: Using movement and physical theatre to bring to life the humorous and chaotic events in the story, such as the pranks played on one another. - Exploring Themes of Revenge and Justice: Understanding the underlying themes of the story and how they can be represented dramatically. - Use of Ensemble Work: Collaborating to create dynamic group scenes, such as the animals’ rebellion, emphasizing teamwork and synchronization. - Drama Techniques for Comedy: Applying techniques like mime, slapstick, and still image to enhance the comedic elements of the story. - Creating a Performance: Devising and performing scenes from the story that clearly communicate characters, actions, and themes with a focus on engaging and entertaining an audience.
Students will...	Lesson 1: Introduction to The Wizard of Oz and Meeting the Scarecrow Explore the plot and key characters; learn stage types; use mime and characterisation; apply movement, facial expression, gesture and voice. Lesson 2: Meeting the Tin Man and Creating the Poppy Fields Explore tension, open stage and traverse; use physical theatre and non-naturalism to create the poppy field and develop character. Lesson 3: Mini-baseline Assessment – Asking the Wizard for Help Create and sustain a character using body, gesture, movement, tone and voice; focus on keeping audience interest. Lesson 4: Killing the Witch and Summarising the Whole Story Retell the plot clearly, use the full performance space and apply theatrical skills to communicate story and character. Lesson 5: Introduction to Pantomime – Snow White and Cinderella	Lesson 1: Introduction to The Wizard of Oz and Meeting the Scarecrow Explore the plot and key characters; learn stage types; use mime and characterisation; apply movement, facial expression, gesture and voice. Lesson 2: Meeting the Tin Man and Creating the Poppy Fields Explore tension, open stage and traverse; use physical theatre and non-naturalism to create the poppy field and develop character. Lesson 3: Mini-baseline Assessment – Asking the Wizard for Help Create and sustain a character using body, gesture, movement, tone and voice; focus on keeping audience interest. Lesson 4: Killing the Witch and Summarising the Whole Story Retell the plot clearly, use the full performance space and apply theatrical skills to communicate story and character. Lesson 5: Introduction to Pantomime – Snow White and Cinderella	Lesson 1 -2 Introduction to Sparkleshark – pp.1–6 Explore how the play begins and identify the main character. Apply tone, pitch and volume to a short scripted scene and use hot seating to deepen character understanding. Lesson 2 -4: Proxemics and Interactions – pp.7–20 Explore how movement and proxemics can be adapted to use stage space effectively. Apply physical performance skills to show characterisation, plot and relationships. Lessons 5 -6: Formal Assessment – pp.20–30 Rehearse and perform an edited Sparkleshark script. Experiment with space, proxemics and stage position, and apply theatrical skills to build characterisation and sustain audience interest.	Lessons 5–6: Characterisation and Physical Theatre – pp.30–47 Develop a confident characterisation through body, gesture and voice. Use physical theatre to communicate tension, aggression, imagination and emotion, and explore the performance space creatively. Live Theatre Viewing Use viewing and class discussion to consider performance choices and strengthen understanding of how theatrical skills communicate character and emotion.	Lesson 1 – Exploring the Characters Students will... Retrieval: Recall learning from <i>Popstars</i> and identify how Matilda is presented as intelligent/different. Character Exploration: Watch the film trailer and identify traits of Matilda, Miss Trunchbull, Miss Honey, the Wormwoods and Bruce Bogtrotter. Practical Development: Explore how each character walks, leads with the body, uses gesture and facial expression. Group Task: Create a one-minute backstory scene for one character, showing why they behave as they do. Reflection: Use peer feedback and individual still images to review characterisation choices. Lesson 2 – The Chokey Students will...	Lesson 1: Introduction to <i>The Twits</i> Learn about the story and characters of <i>The Twits</i> by Roald Dahl. Discuss the themes of humor, cruelty, and karma. Warm-up with fun drama games to explore exaggeration and character traits. Create freeze-frames to show key moments from the story. Lesson 2: Exploring Characters Focus on the personalities of Mr. and Mrs. Twit. Use hot-seating to explore their motivations and backstories. Practice using exaggerated movements and voices to bring the characters to life. Lesson 3: Physical Theatre Explore how to use physical theatre to recreate funny and mischievous moments (e.g.,

	Identify pantomime and stock characters; use exaggerated movement, gesture, body language and voice. Lesson 6: Developing Stock Characters – Aladdin and Peter Pan Apply exaggerated vocal and physical skills, use stage space confidently and make stock characters clear. Lessons 7–8: Formal Assessment – Staging an Adapted Pantomime Script Rehearse and perform an adapted pantomime extract, applying physical and vocal skills, characterisation, interaction, audience engagement and individual contribution.	Identify pantomime and stock characters; use exaggerated movement, gesture, body language and voice. Lesson 6: Developing Stock Characters – Aladdin and Peter Pan Apply exaggerated vocal and physical skills, use stage space confidently and make stock characters clear. Lessons 7–8: Formal Assessment – Staging an Adapted Pantomime Script Rehearse and perform an adapted pantomime extract, applying physical and vocal skills, characterisation, interaction, audience engagement and individual contribution.			Retrieval: Recall Matilda characters, vocal skills, characterisation terms and the definition of a still image. Atmosphere: Listen to and describe the Chokey, selecting words such as dark, terrifying and claustrophobic. Soundscape: Identify sounds associated with the Chokey and create layered vocal/body-percussion sound. Lesson 3 – Story Through Pictures Students will... Scene Analysis: Watch a <i>Matilda</i> scene and discuss what it shows about Matilda’s relationship with her parents. Still Images: Create three images to summarise a section of the story using facial expression, gesture, levels and proxemics. Narration: Add words from the extract as narration, using vocal skills to support the physical images. Role Play: Develop the images into a short scene showing character relationships and atmosphere. Lesson 4 – The Hat and Superglue Scene Students will... Retrieval: Recall freeze frame, physical skills, vocal skills and the importance of projection. Structure: Identify the beginning, middle and end of the Hat and Superglue scene. Cross-Cutting: Create three freeze frames, reorder them and explain the effect of the new structure. Performance: Add role play and rehearse a three-minute performance using cross-cutting. Evaluation: Identify successful key moments in peer work and suggest improvements. Lesson 5 – Assessment Lesson Students will... Retrieval: Recall cross-cutting, physical skills, vocal skills and other drama techniques. Select & Structure: Choose a <i>Matilda</i> story such as Matilda and her parents, the Hat and Superglue, or Bruce Bogtrotter and the cake; establish beginning, middle and end.	the glue on the tree or the shrinking stick). Work in groups to create imaginative scenes using props or no dialogue. Focus on timing and creativity. Lesson 4: Building Comedy Learn how to make scenes funny using exaggeration, repetition, and timing. Recreate slapstick moments from the story, such as pranks played by The Twits. Practice improvisation to add your own humorous twist to the scenes. Lesson 5: Rehearsing Key Scenes Choose a memorable moment from <i>The Twits</i> to rehearse (e.g., the Roly-Poly Bird’s revenge or the upside-down house). Focus on character interaction, clear storytelling, and audience engagement. Refine your performance with peer and teacher feedback. Lesson 6: Performance and Reflection Perform your rehearsed scenes to the class. Receive feedback on your use of physicality, voice, and comedy. Reflect on what you’ve learned about exaggeration, humor, and teamwork in drama.
Language for Life (Key terms/Vocabulary)	In the round, traverse, open stage, mime, characterisation, tension, voice, physical theatre, non-naturalism, body and gesture, movement, tone, pitch, volume, pace, tempo, movement and space, body language, main and sub characters, pantomime, stock character, audience, interaction, contribution.	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.	Themes, storyline, language, speech, still image, stage, explorative work, ensemble, synchronised, physical theatre, story whoosh, script, atmosphere, facial expression, use of space, soundscape, pause, lighting, devising, prologue, interpretation, levels, body language, improvisation, 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, stage combat.	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.	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	Monologue / letter writing linked to asking the Wizard for help. • Mind-map or pre-write character ideas before assessment. • Written evaluation using subject-specific vocabulary to explain performance choices and audience impact.	Monologues based on character profiles linked to Matilda Creating mini story boards	Fact file on dream careers	Script writing Writing a monologue Creating a character profile	Script writing Fact file on Roald Dahl	Creating a character profile
Maths Across the Curriculum	Groupings in numbers, timings of performance, creating	Groupings in numbers, timings of performance, angles(facing	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing,	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing,	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing,	Groupings in numbers, timings of performance, angles(facing actors/audience), spacing,

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