

(A)UTHENTIC

(S)ACRED

(P)ASSIONATE

(I)NSPIRATIONAL

(R)ESILIENT

(E)MPATHETIC

Y7 Drama – Curriculum Map

Advent 1	Advent 2	Review of learning	Lent 1	Lent 2	Review of learning	Pentecost 1	Pentecost 2	Review of learning
<p>Survivors</p> <p>Unit intent: <i>To introduce key conventions and understand how to implement when creating theatre.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> Working in a group. Basic Drama tool kit. Mime 1. Role play. Narration. Freeze frame. <p>Reading 3-2-1</p> <p>Key; Script skills, 'page to stage'; Using theatre performance convention [a.k.a. 'Drama Toolkit']; Vocal and movement skills. Genre and style.</p> <p>For further explanation of skills please see; Composite and Components - Year 7 Drama.pdf</p>	<p>Physical Theatre</p> <p>Unit intent: <i>Understand and apply skills to express artistic intention.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> Explore symbolically non naturalistic theatre. Body language Mime 2 Gesture. Body as prop. <p>Reading 3-2-1</p>	<p>Formative assessments to track development of skills; 'do it nows', warm-up games, key terms. Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge</p> <p>Creating Performing</p> <p>CST</p> <p>Common Good Human Dignity</p> <p>Careers Teacher, Performer, Narrator, Sales,</p> <p>Evaluating</p>	<p>Ernie's Incredible Illucination Script</p> <p>Unit intent: <i>To understand the playwright intention and interpret a script.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> Script writing. Characterisation Use of voice. Proxemics. <p>Reading 3-2-1</p>	<p>Melodrama</p> <p>Unit intent: <i>To understand the historical context of 19th Century theatre and its impact today. To apply a range of dramatic conventions.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> Physical control. Use of music to underscore mime. Realisation of melodrama conventions in a text. <p>Reading 3-2-1</p>	<p>Formative assessments to track development of skills; 'do it nows', warm-up games, key terms. Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge</p> <p>Creating Performing</p> <p>CST</p> <p>Common Good Human Dignity</p> <p>Careers Composer, Speaker, Scriptwriter</p> <p>Participation</p>	<p>Darkwood Manor</p> <p>Unit intent: <i>To understand how to perform role play with whole class. To embed rehearsal technique. To apply skills of rehearsal and choice of conventions to communicate meaning.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> Semiotic use of music to create atmosphere. Introduce use of stimulus as per GCSE. Teacher 'in role' to model good practice. <p>Reading 3-2-1</p>	<p>Harry Potter</p> <p>Unit intent: <i>To explore conventions learnt this year. To present elements of the narrative and character of Harry Potter. To understand themes of being different.</i></p> <p>Key skills;</p> <ul style="list-style-type: none"> Characterisation Hot seating. Whole class role play. Mirroring. Creating a symbolic dream sequence. <p>Reading 3-2-1</p>	<p>Formative assessments to track development of skills; 'do it nows', warm-up games, key terms. Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge</p> <p>Creating Performing</p> <p>CST</p> <p>Option for the poor Human Dignity</p> <p>Careers Theatre Manager, Director, Costume, Hair and Make-up, Set Designer</p>

Currently, year 7 classes are taught in tutor groups and consist of 1 lesson per week during the academic year.