

Drama

Curriculum map

YR7-YR9

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	<p>Topic: Contrasting texts and evaluating texts, to create their own monologue/ duologue</p> <ul style="list-style-type: none"> METHOD: Analysing Classical and (Romeo and Juliet, Midsummers Night Dream) Modern dramas (Noughts and Crosses - Modern Drama *English Cross- Curricular) SKILLS: Drama skills: Dramatic Conventions/ Devices; Pitch, Tone, Gesture, Repetition, posture, Movement, Dialogue, Freeze-frame. Monologues, Soliloquies (AO1, AO2) (AO3) Reading, Writing, Listening and Speaking (AO1) (AO4) <p>OUTCOMES/ASSESSMENT:</p> <ol style="list-style-type: none"> Theory - Performance and Vocal Skills - Written and Used within Practical Monologue Practical - Create and Perform using Performance and Vocal Skills Knowledge of Monologue/ Duologue/Soliloquy and differentiation of Classical and Contemporary. Practical - Perform a monologue / Soliloquy 	<p>Topic: To understand the principles of a Chorus and Analyse themes in a Classic Drama Oedipus</p> <ul style="list-style-type: none"> METHOD: Identify and recognise Greek Tragedy Oedipus History of Greek Theatre Origins of Chorus and how it creates tension. (AO2) SKILLS: Drama skills: Dramatic Conventions/ Devices; Pitch, Tone, Gesture, Repetition, Posture, Construction of Movement, Dialogue; Costume Design-Face Masks (AO2) (AO3) Analysing and breaking down play text – Exploring Themes <p>OUTCOMES/ASSESSMENT</p> <ol style="list-style-type: none"> Theory - Classical Greek Drama, Origins of the chorus and why it is used Performance and Vocal Skills - Written and Used within Practical of creating a Chorus Practical - To work in a group Creating a performance using movement learnt. Theory - Oedipus the Rex Story Practical - Perform with masks created in Unison using Dramatic Techniques used by the chorus- Repetition, chant, Unison 	<p>Topic: To value and discuss Friendship and Understanding different types of Bullying, Explore motivations and status</p> <ul style="list-style-type: none"> METHOD: Set Text Play-close textual study and practical exploration of extracts of Themes The Terrible Fate of Humpty Dumpty – Evaluating, defending and Judging SKILLS: Dramatic Conventions, Drama Language skills: Reading, Writing, Listening and Speaking Naturalism, Proxemics, Flashback Dialogue, Levels, conscience alley, Thought-Tracking, Role Play (AO1, A02, AO4) <p>OUTCOMES/ASSESSMENT</p> <ol style="list-style-type: none"> Theory - To have knowledge of the basic Plot of the terrible Fate of Humpty Dumpty and name the main Theme. Practical - To work in Groups creating Freeze - Frames and Mini Performances with themes of Bullying Theory - To have knowledge of Characters, and know the meaning of Flash Back Practical - To create a Performance based on the 1st Scene using basic Stage Craft- Performance and Vocal Skills- Exaggeration, Tone, Eye Contact 	<p>Topic: Devised Stimulus on Social Political Issue of choice- Current Affairs- Refugees/ Gang Violence ETC. To Develop a performance using A Brecht technique to create Empathy</p> <ul style="list-style-type: none"> METHOD: Creating a Portfolio of Ideas based on different Stimulus- Draw connections of ideas. Implement the use of a Brecht technique- Demonstrate or identify the reasoning of what it creates SKILLS: Dramatic Conventions, Drama Language skills: Reading, Writing, Listening and Speaking, Freeze- Frame, Proxemics, Dialogue, Levels, Thought- Tracking, Role-play, Direct Address, Narrative, Improvisation, (PSHE) (AO1, AO2, AO3, AO4) <p>OUTCOMES/ASSESSMENT</p> <ol style="list-style-type: none"> Theory - Understanding of Devised Stimulus and having Empathy for others Basic Understanding of Brecht and Social Political Issue - Placards, Direct Address Practical - To create a Freeze-Frame to show this Theory/ Practical - To successfully use a Poem to create a Performance about Refugees- give reasoning of actions performed - Basic Stage Craft 	<p>Topic: To Identify what Mime - Melo-Drama is and Stock Characters.</p> <ul style="list-style-type: none"> METHOD: Practicing Role Play of characters, identifying dramatic conventions would be used. How to interact with other characters within play SKILLS: Dramatic Conventions Freeze- Frame Proxemics, Dialogue, Levels, Dramatic Irony, Repetition, Comical elements, Role- Play (AO1, AO2, AO3, AO4) <p>OUTCOMES/ASSESSMENT</p> <ol style="list-style-type: none"> Theory - Understanding Melodrama - Naming main Characters and themes Practical - Using Dramatic Conventions to create Still Images Theory - Making a Mini Booklet on Main Conventions used in Melodrama Practical - Creating a Performance using those Dramatic Conventions 	<p>Topic: Create your own Film/ Play- Designing a Stage or Costume for a Character. Creating a storyboard based on a Tragedy or Comedy, creating characters</p> <p style="color: red; text-align: center;">*Art- cross curricular</p> <ul style="list-style-type: none"> METHOD: Design, Construct and Develop, Presentation, Elements of Art, Literacy SKILLS: Dramatic Conventions: Reading, Writing, Listening and Speaking. Naturalism, Flashback Dialogue, Narrative (AO1,AO2,AO3,AO4) <p>OUTCOMES/ASSESSMENT</p> <ol style="list-style-type: none"> Theory – Create a Film/ Play - create sketches of costume or set Practical – Presentation, of Storyboard, Set or Costume Theory - Write a Presentation on why you chose those Ideas Practical – Direct part of the Play
Year 8	<p>Topic: Contrasting texts and evaluating texts, to create their own monologue/ duologue</p> <ul style="list-style-type: none"> METHOD: Analysing Classical and (Romeo and Juliet, Midsummers Night Dream) Modern dramas (Noughts and Crosses - Modern Drama *English Cross- Curricular) SKILLS: Drama skills: Dramatic Conventions/ Devices; Pitch, Tone, Gesture, Repetition, posture, Movement, Dialogue, Freeze-frame. Monologues, Soliloquies (AO1, AO2) (AO3) 	<p>Topic: To understand the principles of a Chorus and Analyse themes in a Classic Drama Oedipus</p> <ul style="list-style-type: none"> METHOD: Identify and recognise Greek Tragedy Oedipus History of Greek Theatre Origins of Chorus and how it creates tension. (AO2) SKILLS: Drama skills: Dramatic Conventions/ Devices; Pitch, Tone, Gesture, Repetition, Posture, Construction of Movement, Dialogue; 	<p>Topic: To value and discuss Friendship and Understanding different types of Bullying, Explore motivations and status</p> <ul style="list-style-type: none"> METHOD: Set Text Play-close textual study and practical exploration of extracts of Themes The Terrible Fate of Humpty Dumpty – Evaluating, defending and Judging SKILLS: Dramatic Conventions, Drama Language skills: Reading, Writing, Listening and Speaking Naturalism, Proxemics, Flashback Dialogue, Levels, conscience 	<p>Topic: Devised Stimulus on Social Political Issue of choice- Current Affairs- Refugees/ Gang Violence ETC. To Develop a performance using A Brecht technique to create Empathy</p> <ul style="list-style-type: none"> METHOD: Creating a Portfolio of Ideas based on different Stimulus- Draw connections of ideas. Implement the use of a Brecht technique- Demonstrate or identify the reasoning of what it creates SKILLS: Dramatic Conventions, Drama Language skills: Reading, 	<p>Topic: To Identify what Mime - Melo-Drama is and Stock Characters.</p> <ul style="list-style-type: none"> METHOD: Practicing Role Play of characters, identifying dramatic conventions would be used. How to interact with other characters within play SKILLS: Dramatic Conventions Freeze- Frame Proxemics, Dialogue, Levels, Dramatic Irony, Repetition, Comical elements, Role- Play (AO1, AO2, AO3, AO4) <p>OUTCOMES/ASSESSMENT</p>	<p>Topic: Create your own Film/ Play- Designing a Stage or Costume for a Character. Creating a storyboard based on a Tragedy or Comedy, creating characters</p> <p style="color: red; text-align: center;">*Art- cross curricular</p> <ul style="list-style-type: none"> METHOD: Design, Construct and Develop, Presentation, Elements of Art, Literacy SKILLS: Dramatic Conventions: Reading, Writing, Listening and Speaking. Naturalism, Flashback Dialogue, Narrative (AO1,AO2,AO3,AO4)

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	<p>Reading, Writing, Listening and Speaking (AO1) (AO4)</p> <p>OUTCOMES/ASSESSMENT: 1) Theory - Performance and Vocal Skills - Written and Used within Practical</p> <p>Monologue</p> <p>Practical - Create and Perform using Performance and Vocal Skills 2) Knowledge of Monologue/ Duologue/Soliloquy and differentiation of Classical and Contemporary. Practical - Perform a monologue / Soliloquy</p>	<p>Costume Design-Face Masks (AO2) (AO3) Analysing and breaking down play text – Exploring Themes</p> <p>OUTCOMES/ASSESSMENT 1) Theory - Classical Greek Drama, Origins of the chorus and why it is used Performance and Vocal Skills - Written and Used within Practical of creating a Chorus Practical - To work in a group Creating a performance using movement learnt. 2) Theory - Oedipus the RexStory Practical - Perform with masks created in Unison using Dramatic Techniques used by the chorus- Repetition, chant, Unison</p>	<p>alley, Thought- Tracking, Role Play (AO1, AO2, AO4)</p> <p>OUTCOMES/ASSESSMENT 1) Theory - To have knowledge of the basic Plot of the terrible Fate of Humpty Dumpty and name the main Theme. Practical - To work in Groups creating Freeze - Frames and Mini Performances with themes of Bullying 2) Theory - To have knowledge of Characters, and know the meaning of Flash Back Practical - To create a Performance based on the 1st Scene using basic Stage Craft- Performance and Vocal Skills- Exaggeration, Tone, Eye Contact</p>	<p>Writing, Listening and Speaking, Freeze- Frame, Proxemics, Dialogue, Levels, Thought- Tracking, Role-play, Direct Address, Narrative, Improvisation, (PSHE) (AO1, AO2, AO3, AO4)</p> <p>OUTCOMES/ASSESSMENT 1) Theory - Understanding of Devised Stimulus and having Empathy for others Basic Understanding of Brecht and Social Political Issue - Placards, Direct Address Practical - To create a Freeze-Frame to show this 2) Theory/ Practical - To successfully use a Poem to create a Performance about Refugees- give reasoning of actions performed - Basic Stage Craft</p>	<p>1) Theory - Understanding Melodrama - Naming main Characters and themes Practical - Using Dramatic Conventions to create Still Images 2) Theory - Making a Mini Booklet on Main Conventions used in Melodrama Practical - Creating a Performance using those Dramatic Conventions</p>	<p>OUTCOMES/ASSESSMENT 1)Theory – Create a Film/ Play - create sketches of costume or set Practical – Presentation, of Storyboard, Set or Costume 2)Theory - Write a Presentation on why you chose those Ideas Practical – Direct part of the Play</p>
<p>Year 9</p>	<p>Topic: To Experiment and Introduce Brecht Practices of Drama</p> <ul style="list-style-type: none"> METHOD: To create a Drama Piece, devising and playing with Social Political Issues SKILLS: Techniques used in Drama- Techniques to break down the fourth wall, making the audience directly conscious of the fact that they are watching a play. -Use of a narrator- Multi-rolling - Que Cards (AO1, AO2, AO3, AO4) <p>OUTCOMES/ASSESSMENT: 1) Theory - Brecht Techniques and what they are- Written and used within Practical creating performance from mind map of social political issue in Pairs Practical - Using Placards and Direct Address and possible Narrative 2) Theory - Knowledge of impact of Using techniques - Breaking 4th wall. Practical - Performing using techniques of Brecht and giving constructive feedback</p>	<p>Topic: To Perform as a character within a Drama Set Text Play: Blood Brothers and become familiar of themes *English Cross/ History - Curricular</p> <ul style="list-style-type: none"> METHOD: To read extracts of script Staging and characterisation, using dramatic Conventions/ Devices Identifying Historical and Social content, Symbolism, Themes SKILLS: Dramatic Conventions, Drama Language skills: Reading, Writing, Listening and Speaking Naturalism, Proxemics, Cyclical Narrative Dialogue, Levels, conscience alley, Thought-Tracking, Role Play <p>(AO2, AO3, AO4)</p> <p>OUTCOMES/ASSESSMENT: 1) Theory - Plot of Blood Brothers and Themes</p>	<p>Topic: To Perform Extracts of An Inspector Calls and answer an exam style question *English/ History Cross-Curricular</p> <ul style="list-style-type: none"> METHOD: To identify Drama Dramatic Conventions/ Devices; Pitch, Tone, Gesture, Repetition, posture, Movement, Dialogue. To be able to explain why it was used. (AO3) SKILLS: Freeze-frame Proxemics and levels Reading, Writing, Listening and Speaking (AO1) (AO4) <p>OUTCOMES/ASSESSMENT: 1) Theory - Knowledge of Themes and character Analysis of An Inspector Calls Practical - Role Play of characters using Hot- Seating- Creating and getting into character 2)Theory - Knowledge of Split Scene Practical - Using Split Scene within Performance on An Inspector Calls Using is successfully- Skill to Freeze Exam Questions integrated</p>	<p>Topic: To understand the principles of a Chorus and Analyse themes in a Classic Drama Oedipus</p> <ul style="list-style-type: none"> METHOD: Identify and recognise Greek Tragedy Oedipus History of Greek Theatre Origins of Chorus and how it creates tension. (AO2) SKILLS: Drama skills: Dramatic Conventions/ Devices; Pitch, Tone, Gesture, Repetition, Posture, Construction of Movement, Dialogue; Costume Design-Face Masks (AO2) (AO3) Analysing and breaking down play text – Exploring Themes <p>OUTCOMES/ASSESSMENT 1) Theory - Classical Greek Drama, Origins of the chorus and why it is used Performance and Vocal Skills - Written and Used within Practical of creating a Chorus Practical - To work in a group Creating a performance using movement learnt. 2) Theory - Oedipus the RexStory</p>	<p>Topic: Devised Stimulus on Social Political Issue of choice- Current Affairs- Refugees/ Gang Violence ETC. To Develop a performance using A Brecht technique to create Empathy</p> <ul style="list-style-type: none"> METHOD: Creating a Portfolio of Ideas based on different Stimulus- Draw connections of ideas. Implement the use of a Brecht technique- Demonstrate or identify the reasoning of what it creates SKILLS: Dramatic Conventions, Drama Language skills: Reading, Writing, Listening and Speaking, Freeze- Frame, Proxemics, Dialogue, Levels, Thought- Tracking, Role-play, Direct Address, Narrative, Improvisation, (PSHE) (AO1, AO2, AO3, AO4) H.W Booklet <p>OUTCOMES/ASSESSMENT 1) Theory - Understanding of Devised Stimulus and having Empathy for others Basic Understanding of Brecht and Social Political Issue - Placards, Direct Address Practical - To create a Freeze- Frame to show this 2) Theory/ Practical - To successfully use a Poem to create a Performance about Refugees- give reasoning of actions performed - Basic Stage Craft</p>	<p>Topic: Create your own Film/ Play- Designing a Stage or Costume for a Character. Creating a storyboard based on a Tragedy or Comedy, creating characters</p> <ul style="list-style-type: none"> METHOD: Design, Construct and Develop, Presentation, Elements of Art, Literacy SKILLS: Dramatic Conventions: Reading, Writing, Listening and Speaking. Naturalism, Flashback Dialogue, Narrative <p>*Art- cross curricular</p> <p>(AO1,AO2,AO3,AO4)</p> <p>OUTCOMES/ASSESSMENT 1)Theory – Create a Film/ Play - create sketches of costume or set Practical – Presentation, of Storyboard, Set or Costume 2)Theory - Write a Presentation on why you chose those Ideas Practical – Direct part of the Play</p>

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		<p>Practical - Creating Freeze Frames and mini Performances of Characters</p> <p>2)Theory - Understanding the use of Narrative. Why and How it is used in Blood Brothers. Using Proxemics and Levels, Dramatic Devices</p> <p>Practical - Using these skills in an extract of scene of Blood Brothers</p>		<p>Practical - Perform with masks created in Unison using Dramatic Techniques used by the chorus- Repetition, chant, Unison</p>		
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