

Curriculum Mapping: Drama Year 7-9

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 -	<p>Northwood Hall</p> <p>Introduction to Drama and key skills</p>	<p>Storytelling and Pantomime</p> <p>Theatre History</p>	<p>Melodrama</p> <p>Genres of theatre</p>	<p>Silent Movie</p> <p>Theatre on Screen</p>	<p>Greek Theatre</p> <p>Theatre History</p>	<p>Alice in Wonderland</p> <p>Exploring Theatre Practitioners</p>
	<p>Concepts/Tier 3 vocabulary</p> <p>Still image, mime, soundscape, narration, thought-tracks, physical theatre, flashback, tension and suspense, scene transitions, hot seating</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Characterisation, archetypes; hero, villain, damsel in distress, sidekicks, scene, climax, cliffhanger, Pantomime characters and conventions; breaking the fourth wall, sloss, audience participation, working stage areas</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Stock characters; loveable rogue, aged parent, gothic literature, captions, cliches, physical skills; gesture, facial expressions, body language, vocal skills; pitch, pace, dynamics, tone</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Improvisation, pace, intertitles, marking the moment, lip-syncing, foley, slapstick, physical skills; posture, exaggeration, gait, deportment</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Amphitheatre, skene, parados, orchestra, ensemble, chorus, choral skills; unison, ripple, cannon, mythology, multirole, levels and proxemics</p>	<p>Concepts Tier 3 vocabulary</p> <p>Stanislavski; realism, given circumstances, Brecht; epic theatre, gestus, political theatre, placards, Berkoff; total theatre, Complicite, Grotowski; Poor Theatre, Artaud; theatre of cruelty</p>
	<p>Justification:</p> <p>Students learn how to use the fundamental drama skills of still image, mime, soundscape and narration to create scenes about, and in response to, a story, told over the course of the first half term.</p> <p>Each lesson builds on previous learning, with prior skills embedded and new ones taught; thought-tracks, physical theatre, flashback. Students also 'hotseat' their teacher 'in-role' as character from the story and develop their own scenes using their imagination and present these to the class.</p>	<p>Justification:</p> <p>In this topic, students build on prior KS2 knowledge of story structures and archetypal characters but take the concept to the stage. The film 'The Princess Bride' is used as a visual stimulus for students to practically explore characterisation and storytelling for an audience. This typically leads on to Pantomime, where students make links between storytelling features and the conventions of Pantomime. Students practically explore a range of Pantomime characters, how they enter, their purpose and how they interact with the audience.</p>	<p>Justification:</p> <p>Melodrama stock characters share names and traits with those from storytelling and Pantomime. This therefore allows us to build on prior knowledge while exploring the genre of Melodrama. Students practically explore gothic literature through the story 'Sweeney Todd' and telling stories from different points of view using Disney villains as a stimulus. More focus is given to characterisation skills in this half term; physical and vocal skills are developed to create credible stock characters in performance.</p>	<p>Justification:</p> <p>Having explored characters in autumn 1, slapstick comedy in autumn 2 and exaggeration in spring 2, students apply these skills in their learning of the history of movie making starting with the silent movie era. Students practically explore storytelling through exaggerated mime, slow and fast pace and captions. The topic moves into the development of movies with lip-syncing and intertitles and as the silent movie era became the 'talkies', students explore the world of foley artists, linking to current industry jobs</p>	<p>Justification:</p> <p>This topic explores the origins of theatre, taking students back to ancient Greece. Students have the fundamental drama skills from the previous four topics, to access the practical tasks. The etymology of theatre terms is embedded with the first few lessons as students learn about Greek theatre and explore working as a Greek chorus. These skills are then used to explore Greek myths as students work together to perform stories such as Theseus and the Minotaur, Pandora's Box and The Labours of Hercules.</p>	<p>Justification</p> <p>The story of <i>Alice in Wonderland</i> is used as a base for exploring the work of significant theatre practitioners from 1880 to 2000. Each lesson introduces a practitioner; Stanislavski, Brecht, Berkoff, Complicite, Artaud and Grotowski, their key methodologies, theories and how they influenced theatre for their generation. Students then take a key scene from <i>Alice in Wonderland</i> and add the practitioner methods to it, to understand them in practice.</p>

	Assessment: A baseline assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.	Assessment: Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.	Assessment: A practical assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.	Assessment: Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.	Assessment: Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.	Assessment: A practical assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.
	Wider reading/Cultural capital Independent visits to the theatre are encouraged and discussed in the first term, with much of the focus on Pantomimes that students have and will see. A theatre visit during the summer term is organised by the Performing Arts department for year 7s to attend. This is often a musical in London's West End. During the year, students have opportunities to see practical work from GCSE students being performed, who have devised work with year 7 as their target audience. During the topics, students watch clips from historically significant theatre and film, such as Charlie Chaplin and Laurel and Hardy in the Silent Movies topic.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Murder Mystery Genres of theatre	Escape Evacuees and Refugees	The 39 Steps Script and character work	Shakespeare Theatre History	The Lord of the Flies Exploring script	Social Media Exploring social issues
Year 8 -	Concepts/Tier 3 vocabulary Suspect, motive, alibi, victim, conspiracy, collude, blackmail, characterisation, hot-seat, multirole, flashback, thought-tracks, backstory, tension and suspense, denouement	Concepts/Tier 3 vocabulary Still image, soundscape, empathy, verbatim theatre, representational costume / props, physical theatre, narration, script work, choral skills, juxtaposition	Concepts/Tier 3 vocabulary Page to stage, vocal skills; accent, received pronunciation, language, physical skills; deportment, gestures, posture, multirole with costume, stereotypes, MacGuffin plot device	Concepts/Tier 3 vocabulary Director's interpretation, Macbeth, The Tempest, Romeo and Juliet, Much Ado..., stage space, vocal skills, physical skills	Concepts/Tier 3 vocabulary Page to stage, Status, levels, proxemics, tension and suspense, soundscape, tribes, choral movement, characterisation, empathy, script work	Concepts Tier 3 vocabulary Page to stage, Verbatim theatre, abstract theatre, representational theatre, split-scene, choral work, empathy
	Justification: In this first topic of year 8, key drama skills from year 7 and revised and embedded, while building on and refining them; Still Image, characterisation and hot-seating are all revisited in lesson 1, followed by multi-role, narration, mime and thought-tracks as the topic progresses. Pupils apply these to new learning about	Justification This topic begins with a practical exploration of WWII evacuees. Pupils use drama skills to develop empathy by considering what it would have been like during WWII and to leave home. These initial lessons coincide with Remembrance Day, making the learning more poignant. This leads on to the modern	Justification: Patrick Barlow's parody play of the 1915 novel and Hitchcock's 1935 film is the basis of this topic. Pupils build and develop prior skills of multirole and characterisation and apply these to scripted scenes. Pupils explore, in more detail, vocal skills including the use of accent and received pronunciation to	Justification: This topic focuses on how to perform Shakespearean texts rather than an in-depth study of them. Pupils explore the universality of themes and bring key scenes to life for a modern theatre-going audience such as; the witches in <i>Macbeth</i> , the storm at the start of <i>The Tempest</i> , conflict between the Montagues and	Justification: Pupils use the plot and script extracts from <i>The Lord of the Flies</i> to explore status and how this is communicated on stage for an audience using levels and proxemics. Characterisation skills are utilised to bring Golding's characters to life and the concept of tribes is explored through soundscape and choral movement. Themes	Justification: The final topic of year 8 focuses on the positive and negative impact of social media on our lives. It is placed at the end of the summer term, to play a role in reminding pupils of how to stay safe and be responsible on-line as they are just about to embark of their summer holiday.

the genre of murder mystery. After an interactive crime –scene lesson, the works of Agatha Christie, Cluedo and the film; Murder Mystery are all used as stimuli for further practical exploration	refugee crisis with modern, verbatim plays; <i>A Boy with Two Hearts</i> and <i>The Jungle</i> , used as a stimulus for practical work. At the end of the topic, we return to WWII and look at the contrast of Christmas now vs then.	build a believable character. The topic concludes with Hitchcock's own term; MacGuffin and pupils make connections between this and modern films they have seen.	Capulets in <i>Romeo and Juliet</i> and relationships in <i>Much Ado...</i> Pupils use extracts of scripts but are encouraged to consider the role of theatre makers in bringing these texts up to date.	of belonging, friendships, bullying and exclusion are covered, crossing over with PSHCE, when looking at the relationships between the characters.	Extracts from modern, plays (<i>Girls Like That</i> and <i>Chatroom</i>) are used to explore on-line bullying, negative behaviours and develop empathetic skills. We finish the year with a light-hearted look at social media vs reality, practically exploring this through split-scene, mime and music.
Assessment: A baseline assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.	Assessment: <i>Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.</i>	Assessment: A practical assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.	Assessment: <i>Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.</i>	Assessment: <i>Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.</i>	Assessment A practical assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.

Wider reading/Cultural capital

Independent visits to the theatre are encouraged and discussed in the first term, with much of the focus on 'The 39 Steps' that students explore in Spring 1. A theatre visit during the Spring or summer term is organised by the Drama department for year 8s to attend. This is either linked to the curriculum such as 'The 39 Steps' or a musical in London's West End. During the year, students have opportunities to see practical work from GCSE students being performed, who have devised work with year 8 as their target audience. Cultural references to Agatha Christie's murder mysteries, William Golding's *The Lord of the Flies* and the works of Shakespeare are all referenced and explored during year 8.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 -	Genres of Comedy <i>Exploring what makes us laugh</i>	A Comedy about a Bank Robbery <i>The style of Mischief Theatre Company & script work</i>	TV Genres <i>Theatre on Screen</i>	Movie Techniques <i>Exploring the film industry, jobs roles and styles</i>	Understanding Theatre <i>Exploring modern theatre styles and techniques</i>	Theatre Practitioners <i>Exploring modern theatre styles and techniques</i>
	Concepts/Tier 3 vocabulary <i>Still Image, slow motion, marking the moment, slapstick, black comedy, absurd comedy, parody, satire, sit com, farce, characterisation, punchline</i>	Concepts/Tier 3 vocabulary <i>Page to stage, puns, verbal comedy, blocking, physical theatre, stage directions, stage combat</i>	Concepts/Tier 3 vocabulary <i>Genres of television programme, documentaries, voice over, news, presenter, reporter, advertising, lifestyle and reality shows, multirole</i>	Concepts/Tier 3 vocabulary <i>Film trailers, directing, montage, breaking the fourth wall, direct address, Foley, action movie genre</i>	Concepts Tier 3 vocabulary <i>Page to stage, Verbatim theatre, chorus, director, theatre makers; lighting/sound/costume/set designer, physical theatre</i>	Concepts Tier 3 vocabulary <i>Frantic Assembly; round-by-through, chair duets, choreography, Gecko; physical theatre, Kneehigh; Puppetry</i>

<p>Justification:</p> <p>Pupils begin year 9 with a practical exploration of comedy genres. Basic key skills of drama are revised and mastered during this topic; still image, slow motion, characterisation, mime, physical theatre.</p> <p>Each genre of comedy is introduced with three 'rules' which pupils follow and include in their practical work to successfully create a piece of slapstick, black, absurd, parody, satire and farcical comedy.</p> <p>Video references are used in each lesson to demonstrate each style and these are updated to keep them culturally relevant for the year group.</p>	<p>Justification:</p> <p>In this topic, pupils use the comedy genres learnt in the previous topic and apply them to script work. The comedy play; A Comedy about a Bank Robbery by Mischief Theatre Company, is the main feature of this half term and pupils build and embed prior knowledge from 'Genres of Comedy' in each lesson; farce, slapstick and black comedy.</p> <p>New learning includes blocking scenes, communicating scripted comedy and stage combat skills for successful slapstick scenes.</p>	<p>Justification:</p> <p>This topic allows pupils to explore the conventions of a variety of TV genres while embedding knowledge of the remaining comedy genres; parody, satire and absurd comedy, as pupils create their own (often parodied) versions of news, documentary, lifestyle and reality TV programmes.</p> <p>Presentation skills are developed as pupils explore the role of TV hosts, reporters and news readers. Consideration is given to job roles within the industry, linking to career opportunities.</p>	<p>Justification:</p> <p>Pupils practically explore a range of techniques used by film makers including montage scenes and breaking the fourth wall, with modern and classic examples shown to help embed their understanding. Roles within the film industry are also explored with a focus on Foley artists. This builds on knowledge from the year 7 Silent Movie topic and students become Foley artists within the lesson. The topic culminates with film genres, focusing on the action movie formula of the 1980s.</p>	<p>Justification:</p> <p>This topic gives students to opportunity to see live theatre. Each lesson, students watch a section of a recorded live theatre performance and explore the choices made by the director, theatre makers and actors. The practical task each lesson then explores the unique style from that piece of contemporary theatre:</p> <p><i>Home</i> - verbatim theatre</p> <p><i>Treasure Island</i> – stage design</p> <p><i>Romeo and Juliet</i> – modernisation and physical theatre</p> <p><i>Peter Pan</i> - script and characterisation</p>	<p>Justification:</p> <p>The final topic at Key Stage 3 explores contemporary theatre practitioners and companies that are making theatre today. Each lesson, students are introduced to a different practitioner/company and their unique style of theatre. The practical task each lesson gives them the opportunity to explore each style of theatre:</p> <p>Frantic Assembly – round-by-through, chair duets, choreography</p> <p>Gecko – storytelling through physical movement</p> <p>Kneehigh – Puppetry</p>
<p>Assessment:</p> <p>A baseline assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.</p>	<p>Assessment:</p> <p><i>Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.</i></p>	<p>Assessment:</p> <p>A practical assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.</p>	<p>Assessment:</p> <p><i>Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.</i></p>	<p>Assessment:</p> <p><i>Regular peer and self-assessment throughout the topic. Success criteria for effective group work and performance skills are displayed each lesson.</i></p>	<p>Assessment</p> <p>A practical assessment of students' ability to work successfully in a group as well as their application of the drama skills taught, is carried out during this half term.</p>
<p>Wider reading/Cultural capital</p> <p>Independent visits to the theatre are encouraged and discussed, with much of the focus on Mischief Theatre Company's work. A theatre visit during the Autumn term is organised by the Drama department for year 9s to attend. This is often a comedy play in London's West End. During the year, students have opportunities to see practical work from GCSE and A level students being performed and links are made between styles and practitioners used in the performances with the current topic year 9 are studying. Contemporary theatre and film styles are explored and updated regularly so that those who might not visit the theatre, have an opportunity to see powerful performances that are relevant to them.</p>					