

**Creative Arts Department – Drama  
Year 7 – Curriculum Map**

Year 7	Intent		Implementation		Impact	
	Taught Curriculum	Learned Curriculum	Key Skills	Wider activities	Summative Assessment	Assessment criteria
<b>Term 1</b> <i>7 weeks</i>	<b>Polished Improvisation</b>  <b>'Simon and the Headteacher'</b>	Acting skills; vocal and physical  Character development  Performance skills; vocal projection, audience awareness, use of space  Basic language of theatre; set, setting, scene, props, character, dialogue	Observation Collaboration Memory recall Imagination Physical skills Use of voice Rehearsal Character development Spatial awareness Evaluation	Drama Club  School Production	Online terminology quiz  Performing a 2 minute scene	<u>Students will be able to:</u> Work collaboratively during rehearsals offering focus, commitment and energy. Shape and adapt material with a clear intention and understanding of audience. Use voice, movement and gesture to communicate a character and narrative. Use key performance skills to engage an audience (Focus, energy, conviction, commitment) English to evaluate their own work and the work of others <u>Students will know and understand:</u> Key skills needed to explore and create drama. Stage positions Basic theatre terminology
<b>Term 2</b> <i>6 weeks</i>	<b>Drama Techniques &amp; Conventions</b>  <b>'Being Young'</b>	Still image: creating aesthetics through physical acting skills and creative use of space and levels  Slow motion: marking the moment through exaggerated slow movement and facial expression.  Narration of inner thoughts: exposing character or plot context through spoken dialogue  Mime: attention to detail when using physical skills to communicate/engage with an audience	Physical skills; facial expression, body language Choreography On stage communication Spatial awareness Planning for audience response Collaboration Creativity Visioning Physical control Attention to detail Imagination Transitions Evaluation Analysis		2 minute performance  Online annotation of performance work	<u>Students will be able to:</u> Shape and develop material in a range of conventions. Analyse and interpret a stimulus to influence ideas Use key performance skills to perform a range of key conventions. Children will know and understand:  <u>Students will know and understand:</u> How to create a range of key dramatic conventions. The terminology and function of a range of conventions. How to interpret/read live drama What is meant by 'dramatic potential' The role of non-narrative performance. How meaning can be communicated to an audience.
<b>Term 3</b> <i>6 weeks</i>	<b>Using Prose as a stimulus</b>  <b>'Woman in Black, Private Peaceful, Stand by Me'</b>	Vocal skills: creating atmosphere, communicating character, creating aesthetics, developing pace and climax  Techniques: Narration, wordscape, choral work  Use of space  Physical skills  Working with a stimulus.  Research skills	Reading Interpretation Research Vocal skills; enunciation, projection, intonation Line learning Physical skills Collaboration Shaping and developing ideas Use of space Creating atmosphere Planning for audience response Performance skills Evaluation		2 minute performance  Online knowledge quiz and reflection	<u>Students will be able to:</u> Use voice to create atmosphere, communicate context and character Analyse and interpret prose Work collaboratively to develop creative ideas Use rehearsal time effectively to refine and polish work Plan for an intended audience response. Perform with conviction <u>Students will know and understand:</u> How to analyse and interpret a text How to use research to further develop ideas How to shape prose into a performance script The terminology and function of a range of conventions. Ways in which live drama can be interpreted/read

<p><b>Term 4</b> 6 weeks</p>	<p><b>Stanislavski – 5 key stages</b>  <b>‘The System’</b></p>	<p>Theatre History -Melodrama/stock characters</p> <p>Theatre Practitioners: Stanslavski</p> <p>Magic if/imagination</p> <p>Given Circumstances</p> <p>Tempo Rhythm</p>	<p>Acting skills; physical and vocal Imagination Concentration Role play Improvisation Research</p>		<p>50 minute workshop</p> <p>Online Stanislavski knowledge and terminology quiz</p>	<p><u>Students will be able to:</u> Use acting skills to perform in the style of melodrama Demonstrate high levels of focus and concentration during workshops Use imagination to explore a range of roles and scenarios Reflect on their own progress as an actor <u>Students will know and understand:</u> The meaning of genre and acting style The historical relevance of Stanislavski’s approach to acting Stanislavski’s – ‘The System’ (Basic) The importance of practical workshops to develop skills</p>
<p><b>Term 5</b> 7 weeks</p>	<p><b>Script work</b>  <b>‘Monologues and Duologues’</b></p>	<p>Interpreting scripts</p> <p>Line Learning</p> <p>Blocking</p> <p>Creating and communicating meaning</p> <p>Acting skills</p>	<p>Reading Analysis Interpretation Chunking method Line learning Blocking Character motivation Use of space Audience awareness</p>		<p>1-2 minute performance of a script</p>	<p><u>Students will be able to:</u> Recognise and use key elements of a script to practically explore the dramatic potential. Use space effectively and with consideration to the audience. Use ‘the chunking method’ to learn lines effectively and explore movement and gesture without a script. Use voice, movement and gesture to communicate character and meaning. Rehearse work to an audience. <u>Students will know and understand:</u> How to analyse and interpret a script using character descriptions and stage directions. The purpose of blocking and how to block movement and action using space and set appropriately and effectively. Key elements of script and how to explore dramatic potential. How to interpret a character through voice, movement and language.</p>
<p><b>Term 6</b> 6 weeks</p>	<p><b>Page to Stage</b>  <b>‘Grimm Tales’ by Carol Ann Duffy</b></p>	<p>Understanding drama</p> <p>Characteristics of performance text</p> <p>Social, cultural historical contexts</p> <p>How meaning is communicated</p> <p>Interpret and perform a character</p> <p>Performing stylised theatre</p>	<p>Reading Research Analysis Interpretation Collaboration Acting skills Portraying a character Physical theatre Multirole Gestus Design skills; set, costume, props Rehearsal Attention to detail Evaluation Performance skills</p>		<p>Extended written response</p> <p>You are a designer. Describe how would you design the set or costume for scene</p>	<p><u>Students will be able to:</u> Discuss the SChP context of the play and the author’s intentions Read the script using role, intonation, tone, volume, mood and silence to add impact. Identify the characteristics of the text through practical work. Discuss how meaning is communicated within the performance text. Explore a range of rehearsal approaches to explore character and themes and communicated in performance. <u>Students will know and understand:</u> The social, historical and cultural contexts of the Grimm Tales The characteristics of the performance text including; genre, structure, characters, form and style, dialogue, stage directions Acting skills including, blocking, improvisation and characterisation. A range of ways that a play can be explored during the rehearsal process.</p>