



Curriculum Map: Subject: Drama KS3 24-25

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Intro to Drama Module exploring the place and purpose of Drama as an art form.	Students will be exploring the skills required for creating clearly defined character working successfully within a group in preparation for a performance under specific guidance and direction from the teacher. In this unit pupils will explore a variety use of vocal and physical skills as a starting point to creating a character based on Seven Deadly Sins and explore these in a given scenario. (Avarice, Gluttony, Sloth, Wrath, Envy, Pride, Lust). Introduction of 6Cs in Drama: control, cooperation, confidence, commitment, communication and concentration Vocal skills: pace, pitch, tone (intonation), volume, projection, accent, dialect, clarity, diction, emphasis Physical skills: facial expression, body language, movement, levels, space proxemics, gait, posture, gesture	Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating.
2	Toyshop	Having learnt the knowledge and skills required, students will be applying the vocal and physical skills independently. In addition to their acting roles, they will be assigned responsibility for a Theatrical role of Expertise linked to a design role e.g., producer, director, playwright, costume, props, lighting, sound and set design.	Teacher assessed on all three strands of assessment criteria; Making, performing, evaluating. Videoed performance and written evaluation
3	World/Greek Theatre	Students will learn and practically explore the key elements, features and techniques of theatre from around the world; Greek Theatre, African Theatre, Chinese Theatre (Peking Opera), French Mime, Japanese Noh Theatre, Indonesian Wayang Theatre and Indian Kathakali Theatre. As a group, they will choose one style to perform for their final assessment and incorporate the key elements, features and stock characters as appropriate through their performance.	Assessment, produce an informative leaflet explaining the key features of a chosen type of World Theatre. Completion of an online recall test of significant facts. (EWR)
4	The Terrible Fate of Humpty Dumpty Scripted module exploring the issue of Bullying	Build on the key elements needed to communicate character (Use of voice, language, gesture and movement) Use and appreciate still-images and narration as a way to structure dramatic narrative. Introduce some key dramatic conventions/ vocabulary used in creating meaningful drama (semiotics, plot, tension) Present prepared improvisations using these Dramatic conventions	Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating. Reportages videoed performance of reportage and written peer and self-evaluation



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5	Evacuees	Thought-tracking and speech tracking, Whole group still image Students explore and realise extracts from “Bombs and Blackberries” by Julia Donaldson. Students will research what life was like for evacuees in World War II and use this knowledge to write their own monologue script and execute a plan for its performance using technical elements and be able to explain their choices as a designer for each (set design, costume, lighting, sound and props).	Teacher will assess success of monologues through performance.
6	Silent Movie This Module of work explores the importance the visual aspects of performance and non-verbal communication, by introducing students to simple mime, movement and physical skills	Develop basic movement and non-verbal performance skills needed to communicate meaning and character to an audience (e.g., stylised movement) Introduce mime/Silent movie techniques such as stage fighting. The use of slow motion and slapstick. Create a silent film that captures the ‘Charlie Chaplain’ style from early Hollywood studio films	Peer assessment on Performing.

Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Professional roles and technical theatre using “Sparkleshark” This contemporary play set on a London housing estate introduces students to issues and problems facing a group of teenagers.	Demonstrate how your chosen designer would interpret a playwright’s vision using one chosen design element. Explore importance of stage directions in realising a script creatively in line with a playwright’s vision. Students choose to focus on one element of set design whilst realising a scene.	Work in Progress (WIP) is peer assessed), students to act on and make a change. Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating.
2	Commedia Dell’Arte This Italian 16 th Century style of Theatre was the foundation of modern Mime and Pantomime. Students will explore the techniques of this genre. Using modern examples such as Mr Bean.	Define the key features of Commedia Dell’arte. Explain the historical context of Commedia Dell’arte. Apply Commedia Dell’Arte skills in performance, exploring them using contemporary comparisons Commedia Dell’Arte Style Stock Characters (Brighella, Il Capitano, Il Dottore, Pantalone, Pierrot) Demonstrate Leading points in characterisation Explore each character’s status Physically embody stock characters and model key Vocal Skills specific to each Show different comedy techniques e.g., slap stick in your work	Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating. Filmed performance written evaluation



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3	Forty Short Plays	<p>Students will be given basic A and B scripts as a stimulus to interpret creatively as performers and designers, thinking outside the box/in a more abstract way in order to bring the script alive from the page to the stage. They will need to be creative and original in their interpretation.</p> <p>Skills Include: Creating suspense, different types of stages, using key terminology and symbols of stage directions correctly.</p> <p>Student know how to identify problems positively and how to use drama terminology in relation to bringing alive texts from the Page to Stage when giving feedback.</p>	<p>Work in Progress (WIP) is peer assessed), students to act on and make a change.</p> <p>Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating.</p>
4	Titanic Module exploring the historical context of disaster and its consequences	<p>Student will work on paired, small group and whole group activities, which incorporate the conventions freeze, role play and tableaux.</p> <p>Will consider the view of both those directly and indirectly touched by Titanic</p> <p>Contribute to whole class discussion</p> <p>Will participate in a creative writing piece</p> <p>Skills Include: Characterization, Freeze, tableau, thought tracking, thought tunnel, stimulus, narration, montage, abstract, suspense, tension, role-play, improvisation.</p>	<p>Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating.</p>
5	"The Secret Diary of Adrian Mole Aged 13 ¾"	<p>Script extracts - bring to life scenes and themes within the text.</p> <p>Historical and social context</p> <p>Worries and concerns of teenagers – then and now (similarities and differences)</p> <p>Focus on characterisation.</p>	<p>Work in Progress (WIP) is peer assessed), students to act on and make a change.</p> <p>Teacher assessed performing</p>
6	Physical Theatre: The Curious Incident of the Dog in the Night- time	<p>Frantic Assembly Theatre Practitioners - Chair duets and lifts/flying</p> <p>Physical Theatre (Key moves and supports are taught to allow the students to explore <u>safely</u> scenes using physical theatre.</p>	<p>Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating.</p>



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Year 9

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1	Blood Brothers Willy Russell's play/musical explores the social and economic reality of Liverpool in the 1970's	Students study the whole text. With key scenes being explored in greater detail using a variety of drama strategies to bring them to performance.	Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating. Duologue performed, filmed and evaluated.
2	Devising workshops to explore drama techniques from different stimuli	Students will create and develop a group piece of drama from a stimulus. Perform the devised piece of drama to an audience. Analyse and evaluate the devising process and performance. Research the historical context of stimulus. Vocabulary: Devising, Performance, Portfolio, Stimulus (written, visual, Aural, Abstract, Artefact), Artistic Intentions, style, genre, theatrical conventions, Analyse, Evaluate, Create, Develop, Rehearse, Vocal Performance Skills, Physical Performance Skills, Characterisation, Freeze Frames, <ul style="list-style-type: none"> • Frantic Assembly / Physical Theatre • Song • Performance Skills (Physical and vocal skills) • Staging • Mime • Narration 	Peer assessed on evaluation, reflecting on process.
3	Alternative Fairy Tales with a Twist	Students will develop a piece of theatre which modernises a traditional fairy tale and addresses the stereotypical characters used in these stories. Explore how to use physical theatre to create an interesting and entertaining performances appropriate for young audience. Applied Drama conventions: Stereotype Physical theatre Characterisation Theatre- in- education Pantomime	Assessment: Students should evaluate each other's performance looking at: How successful the group were at keeping the story recognisable? If they avoided the stereotypical characters. Use of physical theatre and other Drama techniques/ conventions Making the piece appropriate for the target audience of year 5/6 Teacher assessment of individuals (MPE): Contribution to the planning and rehearsal stages Use of movement and voice to create a clear character.



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4/5	Shakespeare's Theatre The language of Shakespeare and its relevance today as well as three major plays Hamlet, Macbeth and Romeo & Juliet are the subject of this SOW.	The techniques they will use to explore this scheme will be: Role play Duo work Physical theatre Sound-scaping Hot-seating Monologues	Monologues Teacher assessed on performing, evaluating.
5	Horror	Student will identify the key features of the genre, Horror. Realise how design elements contribute in creating Horror. Create Horror performances demonstrating the use of tension, suspension and non-human characters. Application techniques of: freeze frames, narration, hot seating, improvisation, ensemble, practitioner specific techniques Use of space, set, props, lighting, costume, sound application of: plot, structure, form, mood, atmosphere, content	Students will rehearse and perform key extracts using the appropriate elements for this genre. Peer assess their performances.
6	John Godber Scripted Performances using extracts from "Teechers 2021", "Bouncers", "Shakers"	Students will create and develop a group piece of drama from a range of Godber scripts. Perform the devised piece of drama to an audience. Analyse and evaluate the devising process and performance.	Teacher assessed holistically on all three strands of assessment criteria; Making, performing, evaluating. Peer assessed and evaluated.