










Curriculum Content Map

Subject: Drama

Year group: 7

	TERM 1		TERM 2		TERM 3
Unit title & description	<i>Ernie and His Incredible Illuciantions</i> <i>Introduction to performance skills developing creativity</i>	<i>Pantomime</i> <i>An exploration of performance style and introduction to theatre history</i>	<i>The Magic of Theatre</i> <i>Creating performance from a variety of different stimuli</i>	<i>Heroes</i> <i>Creating performance from a variety of different stimuli</i>	<i>Shakespeare</i> <i>Text study looking at both performance and design elements</i>
Sequencing - Why is this taught and now?	<p>This is the students first experience of Drama as a curriculum subject so starts with foundation skills. This scheme mirrors Comp3 of the GCSE spec where students practically explore a text.</p> <p>The introduction of key skills and techniques when applying them to a text is a more secure foundation for students as an introduction to Drama.</p>		<p>Students will use the skills learnt in term 1 to help them develop their own drama from a variety of different stimuli e.g. pictures, poems, objects, words linking to the devising component of the GCSE.</p>		<p>Continuing to develop the performance skills of the first 2 terms and look in more detail at the way we describe the skills performed. Students will be more confident in their performance ability, explore a variety of technical skills highlighting the other aspects of Drama other than performance .</p>
Knowledge 	<p>Students will be able to interpret a text and consider the different staging possibilities of a performance</p> <p>Students will be able to effectively describe performance skills using the correct descriptive terminology</p> <p>Students will gain an understanding of the technical elements of theatre (Lighting, set, sound/music, costume, hair/make-up)</p> <p>Students will be able to explain and understand the SCHP in a text</p> <p>Students will be able to explain and understand the writer's intentions behind a text</p> <p>Students will understand of the</p>	<p>Groups will write their own script to understand how to develop a narrative</p> <p>Students will learn how to interpret a script and bring it from the page to the stage</p> <p>Students will develop an understanding of audience awareness and professionalism and the importance of it</p> <p>Students will build confidence in their ability to use performance skills within their interpretation of the text</p>	<p>Groups will write their own script to understand how to develop a narrative</p> <p>Students will learn how to interpret a script and bring it from the page to the stage</p> <p>Students will develop an understanding of audience awareness and professionalism and the importance of it</p> <p>Students will build confidence in their ability to use performance skills within their interpretation of the text</p>	<p>Students need to use their imagination to create and develop their drama and develop more creative and interesting ideas</p> <p>This is a challenging concept and students need to be resilient in and work together with solving problems as a group</p> <p>Students will need to working together to develop their performance in line with their success criteria</p> <p>Students must challenge themselves to develop their creativity and not create 'EastEnders style' drama all the time</p> <p>Students must learn to be critical of their own work and that of others and</p>	<p>Students will be able to explain and understand the writer's intentions behind a text</p> <p>Students will get gain an understanding of how to answer GCSE exam questions (4 mark, 8 mark)</p> <p>Students will understand of the command words and how they to use them in Drama</p>

	command words and how they to use them in Drama			need to develop the language of feedback	
Skills 	<p>Groups will write their own script to understand how to develop a narrative</p> <p>Students will learn how to interpret a script and bring it from the page to the stage</p> <p>Students will develop an understanding of audience awareness and professionalism and the importance of it</p> <p>Students will build confidence in their ability to use performance skills within their interpretation of the text</p>		<p>Students need to use their imagination to create and develop their drama and develop more creative and interesting ideas</p> <p>This is a challenging concept and students need to be resilient in and work together with solving problems as a group</p> <p>Students will need to working together to develop their performance in line with their success criteria</p> <p>Students must challenge themselves to develop their creativity and not create 'EastEnders style' drama all the time</p> <p>Students must learn to be critical of their own work and that of others and need to develop the language of feedback</p>	<p>Students will become more confident in describing characterisation and performance skills</p> <p>Students will experience performing from a text and demonstrate an understanding of the performance and design skills needed to bring the play to life.</p>	
Retrieval practice Prior knowledge and skills that are revisited	Students may be aware of the story of the play but as Drama is not on the NC at KS2 they may not have any or little experience of the subject		Practical starter activities, mantle of the expert knowledge organisers, success criteria		
Literacy including extended writing 	<p>Script reading as a class and in groups, allocating characters</p> <p>Learning lines – homework in preparation for performance</p>	<p>As part of their assessment students will work together write their own script using skills they have learnt throughout the scheme</p> <p>Script reading as a class and in groups, allocating characters</p> <p>Learning lines – homework in preparation for performance</p>	<p>Script writing from a stimulus</p> <p>Evaluating – written and verbal</p>	<p>Script reading as a class and in groups, allocating characters</p> <p>Learning lines – homework in preparation for performance</p> <p>Reading and interpreting a script</p> <p>Written paper GCSE exam style</p>	
Numeracy 	Stage configurations		Stage configurations		
Enrichment learning 	<p>Homework to support group work. Students have a responsibility to do their homework e.g. learn lines to support their work</p> <p>Reading list & documentary list with the library for students to access</p>		<p>Homework to support group work. Students have a responsibility to do their homework e.g. research the stimulus, write scripts, sources props/costume</p> <p>Reading list & documentary list with the library for students to access</p>		<p>Homework to support group work. Students have a responsibility to do their homework e.g. research the stimulus, write scripts, sources props/costume</p>

	Drama club to support students Theatre trips and visiting workshops where available.	Drama club to support students Theatre trips and visiting workshops where available.	Reading list & documentary list with the library for students to access Drama club to support students Theatre trips and visiting workshops where available.
British values 	Mutual respect – Listening to each other, accepting different opinions Personal Liberty – expressing opinion	Mutual respect – Listening to each other, accepting different opinions	Democracy Mutual respect – Listening to each other, accepting different opinions
Character 	Performing – Building confidence and resilience in themselves. Teamwork - Working as a group or independently developing problem solving skills and taking the initiative to develop work. Creativity – Experimenting with various ideas and using their imagination		
Careers 			
Assessment opportunities 	Written knowledge assessment Performance assessment (Performance Mastery)	Knowledge and Application written paper (Creating and Developing Mastery)	Performance assessment (Performance and Creating and developing Mastery) Written knowledge, evaluation and analysis paper (Evaluation and Analysis Mastery)
Personalised challenge for all: SEND, HPA	Students are grouped in mixed ability groups to support in the development of team work skills. Homework tasks are differentiated with a variety of tasks students can choose from to challenge themselves	Higher ability students encouraged to lead their group, write their own scripts Homework tasks are differentiated with a variety of tasks students can choose from to challenge themselves	Students are grouped in mixed ability groups to support in the development of team work skills. Variety of exam questions students can attempt. Structures and sentence starters available for lower ability students. Homework tasks are differentiated with a variety of tasks students can choose from to challenge themselves