Curriculum Map – Drama Year 7 & 8

	1	2	3	4
Y7	Topic: Introduction to Drama Big question: What are the basic elements of Drama and how do we use them in performance?	Topic: Darkwood Manor Big question: How can using different theatre techniques help to create different characters and atmosphere?	Topic: Hamelin Big question: How can we use a combination of physicality and dialogue to communicate story?	Topic: World Theatre Big question: How is theatre expressed across the globe?
	Assessments: *Mid-point – Mime* *Final – Devising from stimulus.*	*Assessments:* *Mid-point – Village Gossip* *Final – The Night in Darkwood*	*Assessments:* *Mid-point – Disappearance of the rats* *Final – The Nightmare*	*Assessments:* *Mid-point – French Mime* *Final – Assessment task of choice*
	Skills: *Script* *Freeze Frame* *Group work* *Mime* *Physical Theatre* *Devising* *Performing*	*Skills:* *Presenting* *Characterisation* *Suspense and tension* *Group work* *Devising* *Performing*	*Skills:* *Improvisation* *Characterisation* *Group work* *Presenting* *Puppetry* *Choral movement* *Devising* *Suspense and tension* *Performing*	*Skills:* *Mime* *Choral movement* *Group work* *Research* *Devising* *Performing*

Curriculum Map – Drama Year 7 & 8

	Year 7 STEM Statement Year 7 Drama develops STEM skills through physical theatre, mime, storytelling and world theatre. Students apply scientific understanding of movement, body control and communication; use research and theatre conventions as technological tools; solve practical staging and performance challenges through engineering-style thinking; and develop mathematical skills through timing, sequencing, rhythm and spatial awareness. Year 7 I4C Statement Year 7 Drama develops the four I4C competencies by encouraging students to create original dramatic work (Creativity), express ideas and emotions through performance (Communication), work effectively in ensemble situations (Collaboration), and analyse and evaluate dramatic choices to improve performance outcomes (Critical Thinking).			
Links to NC	• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. • using Standard English confidently in their own writing and speech	• giving short speeches and presentations, expressing their own ideas and keeping to the point • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. • using Standard English confidently in their own writing and speech	• English literature, both pre-1914 and contemporary, including prose, poetry and drama • seminal world literature

Curriculum Map – Drama Year 7 & 8

Y8	Topic: Physical Theatre, Clowning/Circus Mime Big question: What are the specific elements of Clowning and how can you implement them to create effective performances?	Topic: Introduction to Script Big question: What lifting techniques do we need to use to stage script?	Topic: Train Station Big question: How can physicality help to create a specific environment and characters of a location?	Topic: Shakespeare, Seven Ages of Man Big question: What techniques can I use to devise theatre?
	Assessments: *Mid-point - 3 Clown Trick* *Final – Window Cleaners*	*Assessments:* *Mid-point – The Passenger* *Final – Ernie extract*	*Assessments:* *Mid-point – The Queue* *Final – All element*	*Assessments:* *Mid-point – WIP* *Final – Full performance.*
	Skills: *Physical theatre* *Group work* *Timing* *Devising* *Performing*	*Skills:* *Script work* *Paired work* *Group work* *Blocking* *Directing* *Performing*	*Skills:* *Physical theatre* *Group work* *Characterisation* *Devising* *Performing*	*Skills:* *Freeze frame* *Action narration* *Characterisation* *Story development* *Group work* *Devising* *Performing*

Curriculum Map – Drama Year 7 & 8

	Year 8 STEM Statement Year 8 Drama strengthens STEM skills through physical theatre, clowning, script work and Shakespeare. Students deepen their understanding of movement, voice and audience response; explore theatrical processes and conventions; apply problem-solving skills to directing, blocking and devising performances; and use mathematical concepts such as pattern, timing, structure and spatial reasoning to create effective performances. Year 8 I4C Statement Year 8 Drama builds the I4C competencies through more sophisticated performance and devising work. Students demonstrate Creativity through interpretation and performance-making, Communication through vocal and physical expression, Collaboration through rehearsal and ensemble practice, and Critical Thinking through analysing scripts, shaping performances and evaluating artistic decisions.			
Links to NC	• giving short speeches and presentations, expressing their own ideas and keeping to the point • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	• drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • studying setting, plot, and characterisation, and the effects of these • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	• giving short speeches and presentations, expressing their own ideas and keeping to the point • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	• seminal world literature • Shakespeare • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • checking their understanding to make sure that what they have read makes sense.