

CURRICULUM MAP (Long term plan)

SUBJECT : Drama

YEAR GROUP: 9

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<u>Group Dynamics:</u> How to work with others. <u>GEMS:</u> Understanding the performance skills that underpin all making, performing and responding categories.	<u>Adverts:</u> How to use Drama to effectively advertise. <u>Brecht:</u> Understand how and why Brecht's methods are used to create change.	<u>TMPFJ:</u> Study of the play Too Much Punch for Judy, study the style of Verbatim Theatre and understand how theatre can help to educate <u>TIE:</u> Understand where Theatre in Education originates from and its purpose within education.
Disciplinary knowledge - what skills are practiced?	<u>Group Dynamics:</u> Cooperation, trust, listening and responding. <u>GEMS:</u> Skills practiced in practical work. Responding to others' work.	<u>Adverts:</u> Cooperation and teamwork, communication, performance skills, digital skills. <u>Brecht:</u> Cooperation and teamwork, Gestus, Spass, Alienation, Didactic Theatre, responding to other's work.	<u>TMPFJ:</u> Reading and comprehension, empathy, creating, performing, responding. <u>TIE:</u> Listening and responding to others, cooperation, creating, performing, responding to other's work.
Key questions (What is the learning about?)	<u>Can I...</u> <u>Group Dynamics:</u> Understand what makes a group successful? <u>GEMS:</u> Demonstrate how performance skills are broken down into individual areas of the body?	<u>Can I...</u> <u>Adverts:</u> Understand how different styles of drama are used in advertising and create a practical example? <u>Brecht:</u> Understand Brecht's philosophy on theatre and use his ideas to develop my own Epic Theatre piece of work? Understand why Brecht's ideas were so different?	<u>Can I...</u> <u>TMPFJ:</u> Understand why Mark Wheeler wrote the play? Understand why the characters behave the way they do? Use my knowledge of GEMS skills to create a practical example from the play? Understand how design skills can enhance a production? <u>TIE:</u> Understand what the term TIE means and how it originated? Use my knowledge to create my own piece of educational theatre?
Assessment	<u>Group Dynamics:</u> Verbal response to tasks, verbal analysis of successes and notes for improvement. Can students identify which dynamic category they belong to?	<u>Adverts:</u> Creation of a digital advert that demonstrates understanding of a particular drama style in order to promote a specific product. Teacher assessment. <u>Brecht:</u> Verbal feedback given by students in lessons, creation of a	<u>TMPFJ:</u> Students will perform an extract from the play - teacher assessed. <u>TIE:</u> Students will create their own piece of educational theatre for a Y8 target audience.

	<u>GEMS</u> : Creating a piece of devised work that incorporates all GEMS elements to demonstrate understanding of skills, quiz to recall key skills terminology.	Brechtian inspired piece of Drama. Teacher assessed.	
Literacy (L), Numeracy (N), Oracy (O) opportunities	Script reading (L), Groups and problem solving (N), expression of opinions (O)	<u>Adverts</u> : Script writing (L), delegation of tasks (N), peer feedback (O) <u>Brecht</u> : Reading and comprehension of information (L), Groups and problem solving (N), peer feedback (O)	<u>TMPFJ</u> : Reading of script, performing the lines (L), Grouping and task solving (N), Performance of text (O) <u>TIE</u> : Creating a script (L), Grouping and problem solving (N), Performance of script and verbal feedback of others' work (O)
Cross Curricular Opportunities	<u>Group Dynamics</u> : All subjects that use group work and problem solving <u>GEMS</u> : English/Literacy	<u>Adverts</u> : Design Technology and IT, Citizenship, Media. <u>Brecht</u> : History, Citizenship.	<u>TMPFJ</u> : Citizenship, History, Science, Music <u>TIE</u> : Citizenship, Politics.
SMSC / Character/Careers/Cultural capital (personal development)	SMSC & Character - Understanding people and group dynamics, understanding how you work and communicate best. Understanding how to resolve problems. Careers – looking at how this skill could help in certain careers.	<u>Adverts</u> : SMSC and Character - Understanding how you work with others, how to cooperate and rely on others. Careers - Looking at different roles within the creative media (sound, filming, editing, performing). <u>Brecht</u> : SMSC and character - development of what students feel about their society and how they would want to change things. Careers - highlight role of a Director. Cultural Capital - Use of digital theatre to provide examples of Brechtian work.	<u>TMPFJ</u> : SMSC and character - students respond to a moral dilemma and think about what they would do in a similar situation. Cultural Capital - exposure of a new style of theatre, use of digital theatre to aid in discussion. <u>TIE</u> : SMSC and character - students choose their own moral dilemma and create their own piece of theatre to educate others. Careers - Glimpse into the roles within a production team. Cultural Capital - students perform for each other and potentially their target audience.
Equality and Diversity	Discussions about the different ways in which people work to achieve a shared goal. Discussions about non judgement of others' opinions	<u>Adverts</u> : Students will look at a range of adverts that represent a diverse section of society and promote equality. They will also have to consider equality and	<u>TMPFJ</u> : Themes within the play look at the historical inequality between men and women, discussions take place around differences between then and now. Non

	and ideas and Drama being a safe space for expression for all students.	diversity in their own adverts when considering target audience. <u>Brecht:</u> Students will look at socio-economic problems facing people around the world and ways in which we can raise awareness of them in our own society.	gender specific roles in the script allow for diversity in groups. <u>TIE:</u> Students are encouraged to look at moral/socio-political/equality and diversity challenges that face children today so that their TIE pieces are relevant to their target audience.
Super Curriculum (personal development)	Watching Task: Watch a piece of live theatre (live or a digital version) and make notes on where you saw evidence of GEMS in use. Writing Task: Write an article for your local paper on how skills taught in Drama can benefit students outside of the classroom. Attend Drama Club.	Reading Task: Find a play written by Brecht and read it. After reading it, make a list of the socio-economic issues that you think he is trying to address. Writing Task - create a personal manifesto for the problems in society and how you would change them for the better if you had the power to. Watching task - watch a range of adverts and make a note of the intended target audience and how the advertising company has used drama styles and skills to relate to that audience. Attend Drama Club.	<u>TMPFJ:</u> Research a real life event and collate some footage or interview transcripts from the event. Create a short script that incorporates this into the spoken lines to create your own piece of Verbatim Theatre. <u>TIE:</u> Watch a children's programme and make notes on the moralistic tale that can be taken from it. Attend Drama Club