

CURRICULUM MAP (Long term plan)

SUBJECT : Drama

YEAR GROUP: 8

	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>Ricky Brown</u> : how to develop empathy, character and understanding a situation from different viewpoints. <u>A Natural Disaster</u> : Understanding world issues. Layering knowledge and understanding how to explore human reaction.	<u>Stanislavski</u> : Understanding of theatre history, the movement of Naturalism and how it has influenced theatre today. <u>Missing Dan Nolan</u> : Play study - understanding themes and issues surrounding 'missing' people and the responsibility of society.
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>Ricky Brown</u> : Empathy, group work, listening and responding, devising, monologue work. <u>A Natural Disaster</u> : Empathy, hot-seating, listening and responding, creating,	<u>Stanislavski</u> : 'Reading' and analysis of live theatre, study of The System, application of this in student work. <u>Missing Dan Nolan</u> : Scripted performance work, role play, hot seating, characterisation, empathy, creating, responding to others' 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>Ricky Brown</u> : Understand what motivation is? Use motivation and GEMS to create convincing characters? <u>A Natural Disaster</u> : Understand life events from different view points? Understand issues from around the world?	<u>Can I...</u> <u>Stanislavski</u> : Understand the key components of The System? Employ them in my own work and identify them in the work of others? <u>Missing Dan Nolan</u> : Understand how to read a script? Identify and understand character motivation? Demonstrate how character motivation is communicated through GEMS?
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>Ricky Brown</u> : Creating role play work that explores Ricky's life - peer and teacher assessed. <u>A Natural Disaster</u> : Creating different characters in response to the circumstance - writing in role and	<u>Stanislavski</u> : Verbal and written responses to live theatre. Creation of practical work in the style of naturalism. <u>Missing Dan Nolan</u> : Verbal feedback, teacher assessed performance of key scenes.

	<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.	creating monologues. Teacher assessed written work.	
Literacy (L), Numeracy (N), Oracy (O) opportunities	Script reading (L), Groups and problem solving (N), expression of opinions (O)	Gathering research and writing in role (L), looking at data and statistics (N), expression of opinions and speaking in role (O).	Key terms from The System (L), looking at historical dates (N), performing from a script (O)
Cross Curricular Opportunities	<u>Group Dynamics</u> : All subjects that use group work and problem solving <u>GEMS</u> : English/Literacy	<u>Ricky Brown</u> : Citizenship <u>A Natural Disaster</u> : Geography, Science, History, English, Citizenship.	<u>Stanislavski</u> : History, Philosophy, Art. <u>Missing Dan Nolan</u> : Citizenship, English, Geography, Science.
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.	SMSC: Understanding what motivates human behaviour and how this can affect other people. Understanding moral dilemmas. Careers: Understanding the role of emergency services.	Cultural Capital: Use of live theatre to aid in development and experience of how The System is used. SMSC and Character: Moral dilemma solving, understanding human behaviour and mental health, exploring the effects of being a missing person on family and friends.
Equality and Diversity	Discussions about the different ways in which people work to achieve a shared goal. Discussions about non judgement of others' opinions and ideas and Drama being a safe space for expression for all students.	Discussions concerning the distribution of world wealth, human rights and the different countries affected by extreme weather.	Focus on a practitioner from another country and how his work has influenced many other practitioners. Discussion about how Dan Nolan's story could happen to any family.
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.	Research task: Find a published play that deals with weather-based disasters. Literacy task: Read a play by a playwright that comes from one of the countries covered in A Natural Disaster. Writing task: write a diary entry from the perspective of an emergency services worker who attends a disaster. Attend Drama Club	Research and Creative task: Look at how we are alerted to missing people in the media then create a missing poster for Dan. Research task: Research which theatre practitioners formed a style that opposed Naturalism and create a fact file for one of them. Attend Drama Club