

CURRICULUM MAP (Long term plan)

SUBJECT: Drama

YEAR GROUP: 7

| | Cycle 1 Autumn | Cycle 2 Spring | Cycle 3 Summer |
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| 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>Amadora</u> : Understanding of how Drama reflects real life situations. Exploring how to create a character. <u>Greek Theatre</u> : Knowledge and understanding of where theatre comes from. | <u>Physical Theatre</u> : Development of understanding of physical theatre and how it can be used in storytelling. Introduction to practitioner Frantic Assembly and DV8. <u>Devising</u> : Understanding of how to take ideas from a stimulus and create a story and characters from this. |
| 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>Amadora</u> : Imagination and creation of character. Empathy for others' lives. <u>Greek Theatre</u> : Application of historical facts into Greek style performance work. Responding to others' work. | <u>Physical Theatre</u> : Cooperation, trust, imagination, physical creativity. <u>Devising</u> : Imagination, analysis, creation, 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>Amadora</u> : Understand how it must feel to be displaced from your home? <u>Greek Theatre</u> : know where theatre originates from? Understand how the original performance conditions have been adapted for the present day? | <u>Can I...</u> <u>Physical Theatre</u> : Understand how to tell a story through creative physical representation? Identify physical theatre techniques within the work of Frantic Assembly and DV8? <u>Devising</u> : Work with others in order to produce original performance work? Analyse stimuli in order to create meaning? |
| 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>GEMS</u> : Creating a piece of devised work that incorporates | <u>Amadora</u> : Creation of devised work and performed for peers. Peer assessment. <u>Greek Theatre</u> : Teacher assessment of Greek performance work. Quiz to re-call terminology from this term. | <u>Physical Theatre</u> : Creation of a piece of practical work in the style of physical theatre. Peer Assessment. <u>Devising</u> : Creation of an original piece of work using group analysis of a given stimulus to aid in the final piece. Teacher Assessment. |

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| | all GEMS elements to demonstrate understanding of skills, quiz to recall key skills terminology. | | |
| Literacy (L), Numeracy (N), Oracy (O) opportunities | Script reading (L), Groups and problem solving (N), expression of opinions (O) | Script reading (L), Groups and problem solving (N), expression of opinions, responding using key terms, articulation emotional and social response to subject matter (O) | Analysis of stimulus (L), Groups and problem solving (N), expression of opinions, responding using key terms, speaking and listening as part of group creation (O) |
| Cross Curricular Opportunities | <u>Group Dynamics</u> : All subjects that use group work and problem solving <u>GEMS</u> : English/Literacy | <u>Amadora</u> : History, Geography, Citizenship, Music, Dance. <u>Greek Theatre</u> : History, Art, English, RE. | <u>Physical Theatre</u> : PE, Dance <u>Devising</u> : English, History, Citizenship, RE. |
| 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 how it feels to be a refugee and challenging why some people have negative opinions of them. Encouraging empathy. Looking at how being an outcast can affect well-being. Cultural Capital - Looking at theatre history and how it has shaped theatre today. | SMSC and Character - Creation of character based upon student understanding of people and empathy. Careers - understanding of other disciplines within the role of an Actor. Careers board in studio. Cultural Capital: Study of the work of a practitioner through the use of digital footage. |
| 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. | Discussion about prejudice. A look at different cultures and cultural identity. Discussion about human rights. | Ensuring of opportunities for all to be involved in physical techniques - work to each student's ability level. Discussion about diversity and inclusion as seen in DV8 example. |
| 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 | Writing Task: Write a letter to your local MP addressing the 'migrant crisis' and possible solutions to deal with it. Listening Task: Listen to a podcast that shares life stories of immigrants | Watching Task: Watch this video of a day in the life of a costume designer https://www.youtube.com/watch?v=cLW45yeCoNA |



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| | <p>students outside of the classroom. Attend Drama Club.</p> | <p>https://podcasts.apple.com/us/podcast/my-immigrant-life/id1463741510 Writing Task: After watching this video, make a list of what you would pack https://www.rescue.org/video/what-if-you-only-had-5-minutes-pack Attend Drama Club</p> | <p>Writing Task: Write a list of questions that you would like to ask a set designer, then research the answers.</p> <p>Creative Task: Make a model of a proscenium stage using a shoe box https://www.youtube.com/watch?v=gRwl-cnXQwg Attend Drama Club</p> |
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