

CURRICULUM MAP (Long term plan)

SUBJECT : Drama

YEAR GROUP : 7

	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>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>The Terrible Fate of Humpty Dumpty</u> Students explore motivation and empathy of human behaviour and apply this to their knowledge of using GEMS skills to create, perform and respond.
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.	Creating – using their understanding of how a story is put together and how narrative order can affect an audience's understanding. Performing – practicing the GEMS skills to create an in-depth exploration to the context of the play Responding – practicing the skill of 3:1 feedback using key terminology
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	<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?	Can I... Understand the same event from many different characters' view points? Understand why bullies bully people? Use still image to create focus on specific moments in greater detail? Understand what cyclical structure is? Understand what linear narrative order is?

	broken down into individual areas of the body?	Understand how the original performance conditions have been adapted for the present day?	
Assessment	<p><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?</p> <p><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.</p>	<p><u>Amadora</u>: Creation of devised work and performed for peers. Peer assessment.</p> <p><u>Greek Theatre</u>: Teacher assessment of Greek performance work. Quiz to re-call terminology from this term.</p>	<p>Creation of practical exploration each lesson – teacher assessed</p> <p>Verbal feedback in each lesson</p> <p>Peer assessed work</p>
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)	Script reading (L), expression of opinions, responding using key terms, articulation emotional and social response to subject matter (O)
Cross Curricular Opportunities	<p><u>Group Dynamics</u>: All subjects that use group work and problem solving</p> <p><u>GEMS</u>: English/Literacy</p>	<p><u>Amadora</u>: History, Geography, Citizenship, Music, Dance.</p> <p><u>Greek Theatre</u>: History, Art, English, RE.</p>	<p>Citizenship – the play is about bullying</p> <p>Social Science – the behaviour of individuals Vs groups</p>

		Cultural Capital - Looking at theatre history and how it has shaped theatre today.	
Super curriculum	Get involved in at least one of the three extra-curricular opportunities within Drama this year.	Get involved in at least one of the three extra-curricular opportunities within Drama this year. Go to the theatre (local or other) to apply your analysis skills to other productions.	Participate or help in the Creative Arts Festival
Careers	HT 1 The role of an actor and director https://www.bbc.co.uk/bitesize/articles/z6yg2sg HT 2 The role of a designer https://www.bbc.co.uk/bitesize/articles/z4wfwty	HT1 The role of a theatre wardrobe technician https://www.bbc.co.uk/bitesize/articles/znmxrj6 HT2 The role of a TV/radio presenter https://www.bbc.co.uk/bitesize/articles/zd778xs	HT1 The role of a theatre carpenter https://www.bbc.co.uk/bitesize/articles/zbn4hbk HT2 The role of a technical theatre apprentice https://www.bbc.co.uk/bitesize/articles/zbn4hbk
Equality and Diversity Gender Disability Religion Race Sexuality	Understanding people and group dynamics, understanding how you work and communicate best. Understanding how to resolve problems despite differences. Discussions about the different ways in which people work to achieve a shared goal. Discussions about non judgement of others' opinions	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. Discussion about prejudice. A look at different cultures and cultural identity. Discussion about human rights	Gender – we discuss the importance of Terry being a boy or a girl and the fact that both can be bullies. Sexuality – we look at how the suggestion of the character's sexuality is a reason he is bullied and how wrong that is. https://drive.google.com/drive/folders/1F5snnMEyRJOgk4NalT7FI-gx8PHTVuk

	<p>and ideas and Drama being a safe space for expression for all students.</p> <p>https://drive.google.com/drive/folders/1O20CTgYfrf6Tl4VwW9xgij5WVawZEmi5</p> <p>https://drive.google.com/drive/folders/1mEWcqMD9X8EwhZxLWp1QhkxcTH3rZ2L</p>	<p>https://drive.google.com/drive/folders/1l1rV0TR_MVrISGPFxOq2R9EWC1l2SrHY</p> <p>https://drive.google.com/drive/folders/1l1rV0TR_MVrISGPFxOq2R9EWC1l2SrHY</p>	
Local Community Links	<p>https://everyonetheatres.com/w/hats-on/rare-productions-annie/</p>		
<p>British Values</p> <p>Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Democracy - How groups work with a hierarchy Rule of Law – Clear rules for each task Respect and tolerance – students need to discover how to achieve a goal by working together SMSC – Students support those who are struggling in a task so that everyone reaches a sense of achievement Character Education: They discover the role they often play in group tasks (leader, all rounder, follower) and how their character assists with this.</p>	<p>Democracy - How groups work with a hierarchy Rule of Law - the reasons behind the laws in Ancient Greece and where we still see evidence of these in society now. Individual liberty - the right of an individual to safety Respect and tolerance - the community created on Amadora create their own rules around respectful behaviour. SMSC – discussions about how having to move home can affect well-being Character Education: we look at how the Islanders react to foreigners – students will learn about how they</p>	<p>Democracy – we look at the fact that the gang in the play is not a democracy and that it would take a strong person to speak out. Rule of Law – we look at how the law for what the children do would be different for adults. Individual Liberty – we look at how the bullies take away Terry’s right to an education. Mutual Respect and Tolerance of Others – Discussions about the reasons the gang give for bullying Terry are down to individual opinion and exercising tolerance would have changed the outcome of the play. SMSC – the play addresses Terry’s decline in mental health.</p>

		feel about issues affecting Britain and challenge this through the fictional island of Amadora.	Character Education: We discuss what we can do to deal with bullying but also how we can avoid becoming a bully.
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