

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>Silent Film</u> : Students learn what Melodrama is as a style of acting and apply it to Silent Film acting. <u>Pantomime</u> : Students will use their knowledge and understanding of Melodrama and use it in the context of Pantomime.	<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>Stanislawski</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>Silent Film</u> : Exaggerated physical skills from the GEMS list. Audience awareness and sight lines. <u>Pantomime</u> : Exaggerated physical and vocal skills. Audience-actor relationship and audience participation.	<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>Stanislawski</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> Understand how actors communicated storyline and character in silent film? Can I apply this knowledge to my own version of a silent film? Can I use my knowledge and understanding of melodrama and transfer this to the context of theatre, specifically pantomime? Can I identify typical features of a pantomime?	<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>Stanislawski</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?

	Can I create a pantomime using melodrama, stock characters and typical storylines?		
Assessment	<p>Creation of a silent film which is filmed in black and white and with a musical score</p> <p>Creation and performance of a mini pantomime that uses the elements of melodrama used in silent film, with the addition of vocal skills and audience interaction.</p>	<p><u>Ricky Brown</u>: Creating role play work that explores Ricky's life - peer and teacher assessed.</p> <p><u>A Natural Disaster</u>: Creating different characters in response to the circumstance - writing in role and creating monologues. Teacher assessed written work.</p>	<p><u>Stanislavski</u>: Verbal and written responses to live theatre. Creation of practical work in the style of naturalism.</p> <p><u>Missing Dan Nolan</u>: Verbal feedback, teacher assessed performance of key scenes.</p>
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	History	<p><u>Ricky Brown</u>: Citizenship</p> <p><u>A Natural Disaster</u>: Geography, Science, History, English, Citizenship.</p>	<p><u>Stanislavski</u>: History, Philosophy, Art.</p> <p><u>Missing Dan Nolan</u>: Citizenship, English, Geography, Science.</p>
SMSC / Character/Careers/Cultural capital (personal development)	Students engage positively with their group, using communication and cooperation. They explore the world of theatre and film and how technology changed the genres. Students watch some examples from each genre to help them in their understanding.	<p>Understanding what motivates human behaviour and how this can affect other people. Understanding moral dilemmas.</p> <p>Careers: Understanding the role of emergency services.</p>	<p>Cultural Capital: Use of live theatre to aid in development and experience of how The System is used.</p> <p>SMSC and Character: Moral dilemma solving, understanding human behaviour and mental health, exploring the effects of being a missing person on family and friends.</p>
Equality and Diversity	<p>Discussions about gender roles historically and how the genders would perhaps be represented in a modern day melodrama.</p> <p>https://docs.google.com/presentation/d/156U-dLGhoauZHbbuf7kvo-qgO_USZ0T8iBOBtISMgdg/edit#slide=id.g2944dfcf975_0_18</p>	<p>Discussions concerning the distribution of world wealth, human rights and the different countries affected by extreme weather.</p> <p>https://drive.google.com/drive/folders/1kFFEE_gd-a6UJG_SwfvfZ6QOcR7TeioV</p> <p>https://drive.google.com/drive/folders/1kACTiBNQlrRr-niEfnXWklzielpsalL8</p>	<p>Focus on a practitioner from another country and how his work has influenced many other practitioners.</p> <p>Discussion about how Dan Nolan's story could happen to any family.</p> <p>https://drive.google.com/drive/folders/1kFGWrJ23ZVdUv4CqrmZjiQ8uFHJbLM23</p>

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
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	Role of gender in theatre and film and how this has changed over the years.	Students look at the consequences of injury - both physical and mental from being involved in a disaster. We look at reasons why Ricky Brown is struggling which often leads to issues surrounding protected characteristics.	
Local Community Links	https://everyonetheatres.com/whats-on/rare-productions-annie/		
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	Individual Liberty: We discuss why the gender roles existed and how actors challenged them in the Elizabethan/Victorian eras. Mutual Respect and Tolerance and Character Education: Students are placed in non chosen groups for the assessment and must find a way to work with each other for the best outcome.	Group work involves many issues surrounding respect and tolerance. Ricky Brown often raises issues surrounding the rule of law and individual liberty as students often decide his lack of education leads to criminality. Natural Disaster often includes themes surrounding law and respect and how people are affected by extreme weather conditions (SMSC)	Dan Nolan's story focusses quite heavily on the law as we look at the investigation into his disappearance. SMSC is highlighted when we look at the lasting effects on his family and friends.

