

Year 7

Subject: Drama

SOW	Unit focus	Content	Skills	Assessment
1	Making a change: – an introduction to KS3 drama, exploring black role models. With focus on developing key skills and drama techniques. Students will be encouraged to use research, their imaginations and physical/vocal foundation techniques, to explore the work and personalities of important black figures who made a change in our society.	Introducing the students to multiple black role models who have made a change in our society. Introducing the students to key drama techniques and skills to build up a solid skills-based foundation in drama.	Still Image (solo/ group), space and levels, thought tracking, machines, narration, soundscapes, stylised movement, physical theatre, improvisation, self and peer evaluation.	Contributions, ideas and creativity, assessed throughout the unit. Analysis of own practical skills, demonstrated in a piece of written work (hwk).
2	Rainforest An exploration of who rainforests are home to and how/why they are being destroyed. Students are encouraged to understand more about the damage being done and therefore establish more empathy for all those being directly and indirectly affected.	Using research to establish the roles of various characters linked to rainforests. Improving key/foundation techniques and being introduced to new ones. Learning about our own environmental responsibilities.	Narration/voice over, Physical theatre, cross cutting, split scene, still image, hot seating, research, self and peer evaluation.	Research task (hwk) and use of discoveries within practical work in lessons. Planning for audience response by establishing aims and intentions, assessed during group work.
3	Shakespeare A whistle stop tour of some of his most popular plays: Students will explore key themes, characters and plot devices and are also required to interpret and perform a longer scene and establish a relevant context for a modern audience. They will understand the universality of his plays and the power of interpretation.	An introduction to Shakespeare’s plot devices and narrative ideas. Using language and voice appropriately, to capture dramatic narratives and relationships. Embedding key excerpts of text and quotes into practical work.	Use of language and voice; Reading for meaning; characterisation skills; delivering a narrative; building dramatic tension and creating a climax;	Contributing lots of ideas as actors and directors, throughout the unit, ensuring that each scene/theme is interpreted uniquely and powerfully for an audience.
4	As above	Bringing to life an abridged scene with a range of contrasting characters. Creating an interpretation of this scene for a modern audience. Acting and directing skills.	Physical theatre; mime; interpreting text; Planning and cooperating in a cast; performance skills; self and peer evaluation.	Building resilience and meeting challenges when rehearsing and performing Act 1, scene 3 of A Midsummer Night’s Dream to an audience, including learning lines (hwk).

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

5	<p>Theatre Critic - A viewing of a live or recorded piece of theatre that students will learn how to review</p> <p>Students will understand how to form an informed and valid opinion as a drama student, and the difference between analysis and evaluation.</p> <p>Students will understand how to be successful when staging theatre,</p>	<p>Reviewing theatre through analysing successes, disappointments and suggesting improvements.</p> <p>Focusing on performers' key skills and analysing their successes and shortcomings.</p> <p>Appreciating how to use the language of evaluation, as an audience member, based on a director or actor's aims</p>	<p>Live Theatre Evaluation structure; magic 4 analysis; characterisation skills; extending drama vocabulary and key terminology eg stage configurations, blocking, lighting effects.</p>	<p>Extended writing demonstrating the language of analysis and evaluation from a personal/audience perspective.</p>
6	<p>Commedia Dell'Arte - An overview of Commedia Dell'Arte, looking into its origins and how it influences comedy today. The unit examines some of the key conventions of the genre and looks closely at the stock characters featured in Commedia Dell'Arte plays. Students will understand the link between Commedia Dell'Arte players and the working people they entertained, connecting this theatrical style with contemporary street theatre.</p>	<p>Understanding Commedia Dell'Arte as a theatrical style and genre.</p> <p>Examining and developing stock characters.</p> <p>Learning about the history of comedy/theatre.</p> <p>Experimenting with physical comedy.</p> <p>Integrating plot devices into improvisation..</p>	<p>Non-verbal communication and performance skills; use of pace/action and interaction to create comedy (Lazzi); mime; working with plot devices, eg, chase, failed slap, clocking the audience; self and peer evaluation.</p>	<p>Selecting and adapting appropriate drama techniques to fulfil aims for audience, assessed as students' devise their own Commedia scenes.</p> <p>Full commitment to this exaggerated style and the range of techniques they are learning, assessed through regular performances.</p>