



KS3 Curriculum Map – Drama Year 7

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Matilda Roald Dahl	<ul style="list-style-type: none"> Plot of Matilda Explore elements of Character development Learn variety of new drama skills and challenging techniques Basic learning of Physical Theatre 	<ul style="list-style-type: none"> Role on the wall Still Image- Thought track Narration Non-naturalism Split Stage Group Work Proxemics Non-Verbal communication FBVM Levels Physical Theatre 	<ul style="list-style-type: none"> End of term Acting assessment End of term Drama assessment booklet, dirt feedback and self-assessment
Evacuees WW2	<ul style="list-style-type: none"> Historical and social context of WW2 Blitz Factual account of why children were evacuated Learn 1940's slang words and use this in performance Perform with empathy 	<ul style="list-style-type: none"> Thought Tracking Still Image Devising Spontaneous Improvisation Split-Stage Conscience Corridor Facts and Statistics 	<ul style="list-style-type: none"> End of term Acting Assessment Dirt task Self and Peer assessment

<p>Greek Myth</p>	<ul style="list-style-type: none"> • Introduction to Greek Mythology • Mythological stories • Greek Skills • History and Context 	<ul style="list-style-type: none"> • Narration • Exaggeration • Staging • Canon • Chorus • Script • Pace • Pitch • Power • Pause • Emotion • Greek Staging • Soundscape 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment
<p>Mime</p>	<ul style="list-style-type: none"> • Basic principles of mime • Developing ideas into short scenes • Effective use of space • Performing to an audience • To develop physical skill and control • To work on precision of movement 	<ul style="list-style-type: none"> • Absent focus • Costume • Script • Object Identification • Gesture & Facial Expression 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment
<p>Lord Of The Flies</p>	<ul style="list-style-type: none"> • Historical and social context of 'Lord of the flies' • Plot of the play • Themes of the play 	<ul style="list-style-type: none"> • 5 senses • Group work • leadership and Survival • Hot-Seat • Scripts • Dance • Movement 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment

Physical Theatre	<ul style="list-style-type: none">• Knowledge on Physical Theatre• Curious Incident of the Dog in the Night story• Metamorphosis• Frantic Assembly	<ul style="list-style-type: none">• Frantic Assembly skills• Movement• Levels• Proxemics• Autism	<ul style="list-style-type: none">• End of term Acting Assessment• End of term Drama assessment booklet, dirt feedback and self-assessment
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KS3 Curriculum Map – Drama: Year 8

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Theatre Sports	<ul style="list-style-type: none"> • Improvisational Games • Team work skills • Leadership skills • knowledge of core drama vocabulary and techniques • Competition Games 	<ul style="list-style-type: none"> • Improvisation • Team work • Creativity • Leadership skills • Confidence • Evaluation 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment
Crucible	<ul style="list-style-type: none"> • Historical and social context of the play 'Crucible' • Themes of the play • Salem Witch Hunt Trials • Puritan life • Principles in the Bible • Mass Hysteria 	<ul style="list-style-type: none"> • Text • Emotional Memory • Script work • Characterization 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment

<p>Macbeth</p>	<ul style="list-style-type: none"> • Historical and social context of Macbeth • Themes of the play • Exploring the character of Macbeth and Lady Macbeth • Exploration of the Witches in the 17th Century 	<ul style="list-style-type: none"> • Slow motion • Still image • Levels • Proxemics • Soundscape • Flashback • Thought Track • Persuasive language 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment
<p>Homelessness</p>	<ul style="list-style-type: none"> • Understanding of why people become homeless • Case studies • Charities such as St Mungos • Explore the story of Stone Cold 	<ul style="list-style-type: none"> • Levels • Proxemics • Physical Theatre • Cross-Cutting • Hot-Seat • Soundscape • Multi-Rolling • Facial Expression • Devising • Narration 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment
<p>Can I Stay</p>	<ul style="list-style-type: none"> • Understanding how people become refugees and Asylum seekers • Political Repression • Case studies • Equal Opportunities • Unconscious Bias 	<ul style="list-style-type: none"> • Empathy • Narration • Thought-track • Split Stage • Scripts • Emotive language • Persuasive Language 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment

<p>Too Much Punch for Judy</p>	<ul style="list-style-type: none"> • Dangers of drugs and alcohol • Drinking over the limit • Case Study • Theatre in Education (TIE) • Forum Theatre 	<ul style="list-style-type: none"> • Marking the Moment • Tension • Suspense • Flashback/Flash-forward • Climax/Anti climax • Devising • Teamwork and Script 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment
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KS3 Curriculum Map – Drama: Year 9 (Rotation)

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
<p>Blood Brothers</p>	<ul style="list-style-type: none"> • Historical and social context of Blood Brothers • Plot • Contrast • Themes • Social class 	<ul style="list-style-type: none"> • Scripts • Empathy • Setting • Narration • Conscience Corridor • Identifying to become 7 years old 	<ul style="list-style-type: none"> • End of term Acting Assessment • End of term Drama assessment booklet, dirt feedback and self-assessment