

Year 7 - Drama

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1.1 SEPT - OCT	Lesson 1 Introduction	Lesson 2 Introduction to script	Lesson 3 Performance skills	Lesson 4 Introduction to Props	Lesson 5 Mime	Lesson 6 Rehearse Scripts	Lesson 7 Assessment performance
TOPIC (S) Exploring drama conventions through Play-text	Objective: Introduction to drama at KS3 Building group dynamics Learning how to use equipment safely and creatively Change the move, Change places anybody who, Splat	Objective: To understand and demonstrate how use of voice, movement and gesture can change the meaning of any piece of text Use of voice	Objective: To understand and demonstrate the rules of performing to an audience	Objective: How the use of a prop can deepen the characterisation and help to develop meaning. Rehearse and perform a character using a prop with imagination and conviction	Objective: To use non-verbal communication in order to retell a story effectively.	Objective: Begin to rehearse a chosen script incorporating skills learned Voice, movement, gesture, facial expressions, pause, pace, volume	Objective: To perform in front of peers incorporating performance skills. To Evaluate the work of their peers and their own performance
Knowledge & Skills development	Children will know and understand: <ul style="list-style-type: none"> - Key dynamics necessary to effectively to explore and create drama. - The significance of using voice, movement and gesture with confidence and conviction in performance. - How narrative and character is communicated to an audience through engaging drama. - The structure and key dramatic elements of a play (Aristotle) - How to rehearse in preparation for a performance to a live audience. Children will be able to: <ul style="list-style-type: none"> - Work collaboratively during rehearsals offering focus, commitment and energy. - Shape and adapt material with a clear intention and understanding of audience. - Use voice, movement and gesture to communicate a character and narrative. - Use key performance skills to engage an audience (Focus, energy, conviction, commitment) Use subject specific terminology and Standard English to evaluate their own work and the work of others.						
Assessment / Feedback Opportunities	Verbal feedback teacher	Baseline- Group work and creating assessment GSB Verbal feedback teacher and peer assessment	Verbal self assessment Checkpoint Activity Firefly questions	Verbal feedback teacher and peer assessment	Verbal feedback teacher and peer assessment	Record and teacher assess according to success criteria GSB	
Cultural Capital	<ul style="list-style-type: none"> • Understanding how students engage in the education system through stereotypical body language and verbal communication • Life skills to understand communicative skills in the wider world • 						

<p>SMSC / Promoting British Values</p> <p>(Democracy, Liberty, Rule of Law, Tolerance & Respect)</p>	<ul style="list-style-type: none"> • Discussion. Freedom to express thoughts and opinions and respect others thoughts and ideas without prejudice. •
<p>Reading opportunities</p>	<ul style="list-style-type: none"> • Scripts provided
<p>Key Vocabulary</p>	<p>Mime, Control, Focus, Collaboration, Co-operation, Confidence, vocal projection, movement, energy, dynamics space, empathy,</p>
<p>Digital Literacy</p>	<p>Use of Firefly to access homework activity</p> <p>Recording practical work on digital device</p>
<p>Careers</p>	<p>Actor, Theatre producer, Director, Stage Manager, Sound Design, Theatre Technician, Set Designer, Costume Designer, Events Manager, Teacher, Theatre Manager, Journalist, Playwright, Editor, Choreographer, Dancer</p>