

Drama Year Seven Curriculum Map 2019/2020

Autumn One: Introduction to Drama.	Autumn Two: Introduction to Drama.	Spring One: Improvisation Skills.	Spring Two: Dragon's over Liverpool.	Summer One: Slapstick Movies.	Summer Two: A Midsummer's Night Dream.
How do we use key skills and instructions that are essential to success in Drama lessons?	How do we use our body language to create distinctive characterisation?	How do we use mime, slapstick and voiceovers in our mime performances?	How do we use given circumstances and hot seating to develop the story of the Dragon's over Liverpool?	How do we identify and use a range of dramatic techniques to explore rehearse and present ideas?	How do we begin to examine and understand Shakespearian theatre conventions?
How do we develop basic Drama skills in concentration, controlling your body and working as part of team?	How do we create effective characterisation through stereotyping and situation?	How do we build tension and create atmosphere on stage using chorus work?	How do we use freeze frames, thought tracking and hot seating to create and develop the story of the Dragon over Liverpool?	How do we use a range of techniques to convey character, situation and atmosphere through mime?	How do we understand the role of status in Shakespearian audiences through a soundscape?
How do we create effective tableau's and understand points of contact, levels and focal points?	How do we use body language, movement and facial expressions to create a comedic narrative?	How do we use body language to show power and control while telling a narrative to build atmosphere and tension on stage?	How do we build and develop moments of dramatic significance through plot and characters and use freeze frames and slow motion to accompany this process?	How do we use a range of techniques to convey character, situation and atmosphere?	How do we understand the different design roles in the theatre and how do we apply these to a Shakespearean extract?
How do we create and perform an effective spontaneous improvisation?	How do we co-ordinate as a group to create a choral piece to music?	How do we create a whole class drama, encourage precise representation of character and stimulate a sustained improvisation?	How do we develop the story of the Dragon through hot seating and physical theatre and how do we recruit a Dragon Slayer?	How do we begin to plan and use a written stimulus to create a mime performance?	How do we embody and understand the characters of the fairies in A Midsummer Night's Dream?

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How do we use our tone of voice and body language to tell a story through numbers?	How do we use thought tracking in drama for the actor and the audience?	How do we create a whole class drama and encourage a precise representation of a character through a sustained improvisation?	How do we develop the story of the Dragon's over Liverpool through using physical theatre?	How do we rehearse effectively, and how do we support group members with appropriate critical advice on their performing?	How do we embody and understand the characters of the Rude Mechanicals in A Midsummer Night's Dream?
How do we use our body language to create distinctive characterisation?	How do we use flash backs and flash forwards together effectively with subtext?	How do we write a responding assessment based on our knowledge and understanding of how to sustain a character through mime and improvisation?	How do we develop the story of the Dragon's over Liverpool through using physical theatre soundscapes and thought tracking?	How do we perform a role through mime, how do we rehearse effectively, and how do we support group members with appropriate critical advice on their performing?	How do we embody and understand the characters of the Rude Mechanicals in A Midsummer Night's Dream?
Assessment Aims.					
To assess students on forming basic character through making and performing assessments.	To assess students on creating and sustaining character through making and performing assessments.	To assess student's ability to control, make and sustain a mime performance.	To assess students ability to use physical theatre in performance.	To assess student's ability to control, make and sustain a mime performance.	To assess student's ability to work with Shakespeare from the page and design a performance from an extract.
Key Skills.					
Body Language, gestures, imagination and facial expressions to allow spontaneous improvisation.	Control, confidence, concentration, trust, teamwork, spatial awareness, and communication.	Body language, facial expressions, gestures and silence in forming comedy.	Physical theatre, working as a team and building structures and narrative through their body.	Experimenting with movement and gesture to create characters.	Building and understanding the difference between key Shakespearean character groups.

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Key Words.					
Body Language, gestures, imagination, facial expressions, silence and spontaneous improvisation.	Control, confidence, concentration, trust, teamwork, spatial awareness, and communication.	Body language, facial expressions, gestures, silence and comedy.	Physical theatre, teamwork and narrative.	Improvisation, maintained and sustained.	Mechanicals, fairies, royalty, lovers.