



# Curriculum map: Drama

PROJECTS	YEAR 7	YEAR 8	YEAR 9
<p>1 Exploring key Drama skills and human values</p>	<p><b><u>Autumn 1</u></b></p> <p><b>Key Drama Skills</b></p> <p><u>Skills and knowledge</u></p> <ul style="list-style-type: none"> <li>learn how to commit dialogue to memory for devised performances</li> <li>develop the ability to perform in character as appropriate to the demands of the performance</li> <li>develop a range of vocal skills and techniques e.g. accent, pace, pause and timing</li> <li>develop a range of physical skills and techniques e.g. movement, body language, timing, facial expression; eye contact, listening</li> <li>develop an appropriate performer/audience relationship</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Key Avanti Values</b></p> <p><u>Stimuli/themes</u> Exploration of universal virtues: respect, integrity, humility, courage, empathy, gratitude and self-discipline</p> <p><u>Skills and knowledge</u> Effective collaboration Using dramatic devices to show understanding of a value Creating a character which portrays the theme Ability to evaluate a performance</p>	<p><b><u>Autumn 1</u></b></p> <p><b>Key Drama Skills</b></p> <p><u>Skills and knowledge</u></p> <ul style="list-style-type: none"> <li>learn how to commit dialogue to memory for devised performances</li> <li>develop the ability to perform in character as appropriate to the demands of the performance</li> <li>develop a range of vocal skills and techniques e.g. accent, intonation and phrasing; pace, pause and timing</li> <li>develop a range of physical skills and techniques e.g. movement, body language, posture, stillness, timing, control; facial expression; eye contact, listening, expression of mood</li> <li>develop an appropriate performer/audience relationship</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Family Values</b></p> <p><u>Stimuli/themes</u> Exploration of universal virtues: respect, integrity, humility, courage, empathy, gratitude and self-discipline</p> <p><u>Skills and knowledge</u> Effective collaboration as well as independent practice Using dramatic devices to show understanding of key family values and to re-enact them in different contexts Creating a character which portrays the theme Ability to plan, perform in and evaluate a performance</p>	<p><b><u>Autumn 1</u></b></p> <p><b>Key Drama Skills</b></p> <p><u>Skills and knowledge</u></p> <ul style="list-style-type: none"> <li>learn how to commit dialogue to memory for devised performances</li> <li>develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance</li> <li>develop a range of vocal skills and techniques e.g. inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range</li> <li>develop a range of physical skills and techniques e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers</li> <li>develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Regret and Redemption</b></p> <p><u>Stimuli and themes</u> A poster and a newspaper article to create their own plot exploring the theme of Regret  A newspaper article to create their own plot exploring the theme of Redemption</p> <p><u>Skills and knowledge</u> Using dramatic devices to create characters with a back story, develop plot and show</p>



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			<p>understanding of the theme. Understand how to structure a devised piece using an exposition, development, climax and denouement. Select design aspects adding meaning to the drama, exploring use of sound, lighting and set to highlight theme. Identify how dramatic devices are used and evaluating how effectively the ideas are portrayed.</p>
<p>2 Responding to dramatic texts and exploring key themes</p>	<p><b><u>Spring 1</u></b>  <b>Lord Chaitanya's Birthday</b>  <u>Stimuli/themes</u> Story of Lord Chaitanya and script about his life. Themes of devotion, resilience and love  <u>Skills and knowledge</u> Interpreting a character from a script. Introducing the characters effectively and considering how to engage an audience. Exploring creating atmosphere on stage introducing design elements. Exploring the use of dramatic devices within the script. Staging the drama effectively, ready for performance during Lord Chaitanya's birthday celebrations at Avanti Fields School</p>	<p><b><u>Spring 1</u></b>  <b>Macbeth</b>  <u>Stimuli/themes</u> Exploring the witches' spell in Macbeth and investigating the theme of 'fantasy' and 'magic'  <u>Skills and knowledge</u> Looking at key scenes/extracts, whole class collaboration to explore the plot, characters and themes within Macbeth. Interpreting themes (such as fantasy and magic) within the script to consider how a director portrays these ideas on stage. Considering the character's motivations and exploring how the director would get actors to convey this in performance. Considering different ways of staging a scene, understanding the pros and cons of Proscenium Arch and theatre in the round. Considering ways of amending and refining the drama to portray meaning most effectively.</p>	<p><b><u>Spring 1</u></b>  <b>Power</b>  <u>Stimuli/themes</u> Exploration of different types and forms of power and how each one functions: emotional power, physical power, verbal power, political power, power of humans, power of nature  <u>Skills and knowledge</u> Effective collaboration and independent practice Responding successfully to a stimulus Using dramatic devices to show understanding of power Creating a set of characters which portray the theme of power</p>



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	<p><b><u>Spring 2</u></b></p> <p><b>Bullying</b></p> <p><u>Stimuli/themes</u> Poetry and a script about bullying. Exploring the effects of bullying on an individual and exploring ways someone might help themselves if they were bullied.</p> <p><u>Skills and knowledge</u> Effective collaboration Responding successfully to a stimulus Using dramatic devices to show understanding of a theme Creating a character which portrays the theme Basic stage principles when acting out a script. Ability to evaluate a performance.</p>	<p><b><u>Spring 2</u></b></p> <p><b>Relationships</b></p> <p><u>Stimuli/themes</u> Exploration of different types of relationships and how they operate: family, friendship, professional; relationship with oneself</p> <p><u>Skills and knowledge</u> Effective collaboration and independent practice Responding successfully to a stimulus Using dramatic devices to show understanding of a particular type of relationship Creating a set of characters which portray the theme Basic stage principles when acting out a script. Ability to evaluate a performance and offer constructive feedback to peers.</p>	<p>Basic stage principles when acting out a script. Ability to evaluate a performance and offer constructive feedback to peers.</p> <p><b><u>Spring 2</u></b></p> <p><b>Romeo and Juliet</b></p> <p><u>Stimuli/themes</u> Romeo and Juliet – The Prologue, scene 1 and ‘Death on a summer’s day’. Focus on the role of a director exploring how to convey the theme of ‘conflict’.</p> <p><u>Skills and knowledge</u> Whole class collaboration to explore the plot, characters and themes within the play. Interpreting themes within the script considering how a director portrays the ideas on stage. Considering the character’s motivations and exploring how the director would get actors to convey this in performance.</p>
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		<p>Understanding how to stage a scene effectively using lighting. Exploring another way to stage a scene with a similar theme using physical theatre. Considering ways of improving the drama to portray meaning most effectively.</p>	<p>Considering different ways of staging a scene, understanding the pros and cons of Proscenium Arch and theatre in the round. Considering ways of amending and refining the drama to portray meaning most effectively.</p>
<p>3 Understanding how meaning is conveyed and presenting personal ideas</p>	<p><b><u>Summer 1</u></b></p> <p><b>Fairy Tales</b></p> <p><u>Stimulus and themes</u> Genre - Pantomime - Cinderella/Jack and the beanstalk performance/reviewing live theatre. .</p> <p><u>Skills and knowledge</u> Understanding and using the features of the different genres in their work. Pantomime - stock characters, audience participation, direct address, clowning/physical comedy, modern referencing a fairy tale. Developing ability to recognise the features in each other's work, evaluate how effectively they convey meaning and consider the effect on the audience.</p> <p><b><u>Summer 2</u></b></p> <p><b>'The Evacuee' (WW2)</b></p> <p><u>Stimulus and themes</u> Extracts from 'Hope and Glory', and 'Carries War' as research for playing historical characters. Exploring the experiences of evacuees in WW2.</p>	<p><b><u>Summer 1</u></b></p> <p><b>Gothic Horror</b></p> <p><u>Stimulus and themes</u> Genre - Horror – Ghost stories and 'The making of the Woman in Black' video.</p> <p><u>Skills and knowledge</u> Understanding and using the features of the horror/thriller in their work. Horror –using vocals effectively to draw the audience in create the right mood, creating surprises for the audience, building suspense, using design aspects to add tension and create appropriate atmosphere. Developing ability to recognise the features in each other's work, evaluate how effectively they convey meaning and consider the effect on the audience.</p> <p><b><u>Summer 2</u></b></p> <p><b>Persuasive Speeches</b></p> <p><u>Stimulus and themes</u> Persuasive writing and rhetoric. Looking at a variety of famous persuasive speeches and devising their own speeches using verbal/non-verbal features</p> <p><u>Skills and knowledge</u> Recognise persuasive techniques in writing and in drama Be able to implement persuasive techniques – verbal and non-verbal – in own drama performances</p>	<p><b><u>Summer 1</u></b></p> <p><b>The Slave Trade</b></p> <p><u>Stimuli and themes</u> The Slave Trade – photographs, extracts from 'Roots'. Genre – Theatre in Education</p> <p><u>Skills and knowledge</u> Creating a devised themed piece based on historical research. Understand the features of Theatre and Education and how they convey meaning. Using dramatic devices to understand how the characters feel and what experiences they might have had. Using research to inform and create believable characters in own devised piece. Exploring how to portray cultural context and location using set, music, costume and props. Evaluating how effectively the information about Slavery is portrayed for the target audience.</p> <p><b><u>Summer 2</u></b></p> <p><b>'Face' by Benjamin Zephaniah</b></p> <p><u>Stimulus and themes</u> Play – Face by Benjamin Zephaniah exploring the themes of friendship, loyalty and whether society is too concerned with outer beauty over inner</p>



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	<p><u>Skills and knowledge</u> Understanding how era is conveyed in film and on stage.</p> <p>Using research and understanding to inform and create believable characters. Explore how to portray era when playing a character from another time.</p> <p>Using dramatic devices to understand how the evacuees felt, what experiences they might have had and why they were evacuated.</p>	<p>Work independently to refine presentational features and develop communication skills and style</p> <p>Create deliberate effects on the audience through the power of persuasive speech</p> <p>Developing ability to recognise the features in each other's work, evaluate how effectively they convey meaning and consider the effect on the audience.</p>	<p>beauty.</p> <p><u>Skills and knowledge</u> Understand how to convey ideas imaginatively by developing ability to interpret others work. Develop the ability to create your own storyline/characters in response to the stimuli. Be able to explain your intentions clearly and record as a group.</p> <p>Select dramatic devices and use more confidently and imaginatively to portray ideas.</p> <p>Developing ability to describe and explain your intentions as actor/director/designer</p>
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