Curriculum Map

Subject: **Drama** Year: **7**

|  | **Autumn** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| --- | --- | --- | --- | --- | --- |
| **Content** | **Introduction to Drama**  This unit is the first the students have in Drama at Hitchin Boys’ School. It is designed to introduce and/or consolidate subject knowledge to Year 7 students, introducing key devising techniques and understanding of basic dramatic conventions. | **Mythology**  This unit allows students to explore different stories from Greek mythology and use one to devise a performance | **Comedy and Pantomime**  This unit allows students to explore the place of comedy within Drama. It also enables students to experiment with different styles of comedy. | **Murder Mystery- The Case of the Missing Diamond**  This unit allows the students to explore the mystery genre and its hallmarks. | **The Art of Communication**  This unit of work aims to introduce students to some of the core skills of working with voice. Looking at how we use our voice for communication and to convey meaning. |
| **Skills** | Drama games for communication and confidence.  How to form an effective still image.  The difference between spontaneous and rehearsed improvisation.  Short introduction to physical theatre.  How to use narration effectively.  Flashback/ flash forward | Origins of Greek Theatre  Antigone- Sophocles  The Story of Theseus  The Story of Icarus  Improvisation  The role of the chorus  Scene work  Thought track  Still image  Elements of Comedy  Elements of Tragedy | Slapstick  Silent movies  Pantomime  Stand- up- jokes, anecdotes, puns, impressions, deadpan.  Sit-com  Comic timing  Script work  Commedia D’ell Arte  Archetypal characters  Stereotypes | Character traits  Physicality  Rehearsed improvisation  Creation of tension  Creation of atmosphere  Red-herrings  Creation of dialogue  Hot-seating  Flashback  Genre hallmarks e.g. Red-herring/ breakthrough scene  Blocking | Basics of voice work  Pitch  Tone  Volume  Pace  Diction  Intonation  Emphasis  Script writing  Ensemble work  Rehearsal  SFX  Editing using Google Vids. |
| **Assessment** | **Creating and performing** a modernised fairy tale.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing** a devised performance based on a Greek Myth.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing** a linear mime.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing** a documentary style performance.  **Responding** orally to their own and others’ work and completing a short **written quiz** Google Forms. | **Creating and performing** a radio play performance.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. |

Curriculum Map

Subject: **Drama** Year: **8**

|  | **Rotation 1** | **Rotation 2** |
| --- | --- | --- |
| **Content** | **The Terrible fate of Humpty Dumpty**  This unit allows students to explore a scripted text about the perils of peer pressure and bullying. It is non-linear in structure with plenty of opportunity for students to create their own scenes based on the themes and scenarios in the play. | **Devising from a stimulus**  This unit is based creating original work from stimulus material. |
| **Skills** | Improvisation  Freeze frame  Thoughts aloud  Script work  Split scene  Multi-role  Conscience alley  Flashback  Status  Subtext  Atmosphere | Denotation  Connotation  Stage positions  Spatial awareness  Facial expression  Body  Movement  Vocal expression  Performance spaces  Spontaneous improvisation  Rehearsed improvisation  Non-verbal communication |
| **Assessment** | **Creating and performing** a piece of Theatre in Education (TiE) for a target audience of Year 6 students on the perils of bullying.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing** a group rehearsed improvisation based on a stimulus.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. |

Curriculum Map

Subject: **Drama** Year: **9**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| --- | --- | --- | --- | --- | --- |
| **Content** | **DNA**  This unit allows students to explore a scripted text and explore the dangers of being part of a gang. | **Blood Brothers**  This unit allows students to explore a scripted text and the complexities of status, hierarchy and family. | **FACE**  This unit allows students to explore a scripted text and the intricacies of being a teenager, along with body image and how to cope when things go terribly wrong. | **Protest Theatre**  This unit allows students to explore how theatre can be used as a tool for change. | **Duologues**  This unit allows students to explore Fathers and Son relationships in different duologues from a range of plays. |
| **Skills** | Status  Still image  Script work  Split scene  Thoughts aloud  Atmosphere  Flashback  Rehearsed improvisation  Cyclical storytelling | Rehearsal techniques  Relationships  Proxemics  Status  Still image  Script work  Split scene  Thoughts aloud  Atmosphere  Flashback  Rehearsed improvisation  Vocal work | Non-linear structure  Narrative  Thoughts aloud  Unison  Script work  Marking the Moment  Dramatic irony  Developing a character  Rehearsed improvisation | Physical theatre  Practitioner- Brecht  Breaking the Fourth Wall  Montage  Narration  Music/ song  Freeze frames  Prop work  Practitioner- Boal  Forum theatre | Relationships  Diversity  Characterisation  Genre  Atmosphere  Working with script  Line learning  Prop work  Dramatic irony  Vocal work  Blocking  Prompt work |
| **Assessment** | **Creating and performing** a short piece of cyclical storytelling based on the themes in DNA.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing** an alternative ending to the play  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing an** advert to inform an audience about drug driving and persuade them to make better choices.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing a** piece of protest theatre rooted in practitioners’ technique.  **Responding** orally to their own and others’ work and completing a short **written quiz** on Google Forms. | **Creating and performing** one duologue in a pair from a range of eight.  **Responding** orally to their own and others’ work. |