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 TheatreAntigone- SophoclesThe Story of TheseusThe Story of IcarusImprovisation The role of the chorusScene workThought trackStill imageElements of ComedyElements of Tragedy | SlapstickSilent moviesPantomimeStand- up- jokes, anecdotes, puns, impressions, deadpan.Sit-comComic timingScript workCommedia D’ell ArteArchetypal charactersStereotypes | Character traitsPhysicalityRehearsed improvisationCreation of tension Creation of atmosphereRed-herringsCreation of dialogueHot-seatingFlashbackGenre hallmarks e.g. Red-herring/ breakthrough sceneBlocking | Basics of voice workPitchToneVolumePaceDictionIntonationEmphasisScript writingEnsemble workRehearsalSFXEditing 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** | ImprovisationFreeze frameThoughts aloudScript workSplit sceneMulti-roleConscience alleyFlashbackStatusSubtextAtmosphere | DenotationConnotationStage positionsSpatial awarenessFacial expressionBody MovementVocal expressionPerformance spacesSpontaneous improvisationRehearsed improvisationNon-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** | StatusStill imageScript workSplit sceneThoughts aloudAtmosphereFlashbackRehearsed improvisationCyclical storytelling | Rehearsal techniquesRelationshipsProxemicsStatusStill imageScript workSplit sceneThoughts aloudAtmosphereFlashbackRehearsed improvisationVocal work | Non-linear structureNarrativeThoughts aloudUnisonScript workMarking the MomentDramatic ironyDeveloping a characterRehearsed improvisation | Physical theatrePractitioner- BrechtBreaking the Fourth WallMontageNarrationMusic/ songFreeze framesProp workPractitioner- BoalForum theatre | RelationshipsDiversityCharacterisationGenreAtmosphereWorking with scriptLine learningProp workDramatic ironyVocal workBlockingPrompt 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. |