

Curriculum Assessment Map: Drama



| YEAR 7 | Autumn Term | Spring Term | Summer Term |
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| Topic | Charlie and the chocolate factory | Non-naturalistic fairy tales | Romeo and Juliet |
| Key Learning & Skills | <p>An exploration of Charlie and the chocolate factory using a range of different stimuli from images, interactive media and script work.</p> <ul style="list-style-type: none"> • Storytelling • Developing knowledge of Drama skills • Communication skills • Basic stage craft • Building blocks of performance work | <p>Create and perform a non-naturalistic fairy tale using a selection of Drama skills and techniques.</p> <ul style="list-style-type: none"> • Styles of theatre • Production elements • Embedding of Drama skills • Devising and responding to stimuli • Building blocks of performance | <p>Explore the world of Shakespearean theatre focusing on devising using topics within Romeo and Juliet and performing sections of the original script.</p> <ul style="list-style-type: none"> • SMSC • Practical application of Drama skills • Social, cultural and political Drama • Stagecraft • Script work |
| <p style="text-align: center;">End points</p> <ul style="list-style-type: none"> - Knowledge of key drama vocabulary - An understanding of Roald Dahl and a selection of his work as well as Charlie and the chocolate factory - Able to respond creatively to a range of stimuli - Able to develop and perform appropriate and believable characters through application of a range of performance skills - Understanding and application of interpreting script for performance - Awareness of a range of theatrical styles, genres and techniques - Able to use Drama vocabulary to reflect and evaluate on their own work and the work of peers - Able to collaboratively, sharing own ideas and developing other's ideas to improve and refine work <p>Awareness of how an actor's performance can impact on the audience</p> | | | |
| Informal (formative) Assessment | <ul style="list-style-type: none"> • Informal sharing and spotlight of practical work • Practical workshop style 'GRIT' task's • Observation of small group discussion and rehearsal • Peer and self-assessment opportunities • Formative teacher questioning including whole class feedback and DIRT tasks | <ul style="list-style-type: none"> • Informal sharing and spotlight of practical work • Practical workshop style 'GRIT' task's • Observation of small group discussion and rehearsal • Peer and self-assessment opportunities • Formative teacher questioning including whole class feedback and DIRT tasks | <ul style="list-style-type: none"> • Informal sharing and spotlight of practical work • Practical workshop style 'GRIT' task's • Observation of small group discussion and rehearsal • Peer and self-assessment opportunities • Formative teacher questioning including whole class feedback and DIRT tasks |

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| Formal (summative) Assessment | <ul style="list-style-type: none">• Rehearsal and performance• Do now recall knowledge | <ul style="list-style-type: none">• Rehearsal and performance• Do now recall knowledge• DIRT task during lesson 3 | <ul style="list-style-type: none">• Rehearsal and performance• Do now recall knowledge• End of term practical assessment marked out of 15 marks |
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Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Drama



| YEAR 8 | Autumn Term | Spring Term | Summer Term |
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| Topic | Time Travel | Blood Brothers | Devising |
| Key Learning & Skills | <p>Exploring historical events using a range of topics and stimuli, students will devise using a selection of Practitioners and Drama techniques.</p> <ul style="list-style-type: none"> . Theatre Styles . Theatre through the ages . Applying Knowledge of How to Respond to .Stimulus . SMSC . Practical Application of Drama Skills . Social, Cultural and Political Drama . Historical Drama . Drama Techniques and Application of Performance Skills linked to Practitioners and/or .Style Historical and Political . Application of Practitioner Methods/Drama Techniques and Performance Skills . Response to a .Stimulus . Genre . Structure . Form and Style. | <p>Students will explore the topics within Blood Brothers as well as experimenting with playing different characters in the script in a variety of scenes.</p> <ul style="list-style-type: none"> • Script work and Character Building • Staging and Production Elements • Improvisation • Design Elements • Social, Cultural and Political Drama • Drama Techniques and Application of Performance Skills | <p>Students will use a range of different stimuli to devise a performance using a selected practitioner, the performance ranges from 7-14 minutes.</p> <ul style="list-style-type: none"> • Devising • Practitioner knowledge and application of methods • Knowledge of how to respond to a stimulus • Drama techniques and application of performance skills |

End points

- Awareness of historical topics within the UK
- Knowledge and understanding of key vocabulary
- Awareness and application of a range of approaches to rehearsal
- Able to respond creatively to a range of stimuli
- Able to engage an audience through the application of range of performance skills
- Understanding and application of interpreting script for performance
- Understanding of and performance in a range of theatrical styles, genres and techniques
- Able to use Drama vocabulary to reflect on, evaluate and analyse their own work and that of others

Curriculum Assessment Map: Drama



Knowledge of a range of ways in which physical and vocal skills can be applied and adapted

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Curriculum Assessment Map: Drama



| YEAR 9 | Autumn Term | Spring Term | Summer Term |
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| Topic | Theatre around the world | Too much punch for Judy | Acting for camera |
| Key Learning & Skills | <p>Students will be introduced to different forms of theatre from around the world using a selection of practitioners and stimuli.</p> <ul style="list-style-type: none"> . Theatre Styles . Building Knowledge of a Range of Practitioner . Contexts and Methods . Responding to a Stimulus . Political Drama . Application of Practitioner Methods . Performance Skills . Historical, Political and Cultural Drama . SMSC . Devising | <p>Students will explore the topics and themes within the play 'Too much punch for Judy' as well as performing different sections of the script using the style of a selected practitioner.</p> <ul style="list-style-type: none"> . Selection and application of appropriate Drama techniques . Creating original performance work appropriate for a chosen target audience . Awareness and application of dramatic intention . Collaboration with designers, directors and actors to develop a holistic understanding of performance production . The devising process . Script work . Technical and design skills | <p>Students will be introduced to the world of acting for camera. During this topic learners will explore the technical aspect of working on a real set as well as exploring job roles within the industry. Learners will also perform existing scripts that have been used for tv and film.</p> <ul style="list-style-type: none"> . Awareness of filming etiquette, procedures and protocols . Semiotics of text for detailed performance interpretation . Sight reading skills . Independent research skills . Exploration of relevant practitioners and their application to the recording process |

End points

- Identify the similarities and differences between theatre and film/tv
- Understand and use of advanced and specific performance vocabulary
- Ability to select and apply a range of approaches to rehearsal, appropriate to the needs of the piece
- Able to respond creatively to a range of challenging stimuli, using independent research skills to deepen and strengthen ideas
- Able to effectively sustain audience engagement through the application of range and control of performance skills
- Understand and application of interpreting script for performance, including acting for camera
- Ability to analyse features of range of theatrical/camera styles, genres and techniques
- Understanding of a range of advanced ways in which physical and vocal skills can be applied and adapted

Application of advanced performance skills to successfully create genuinely impactful moments in a piece of Drama.

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