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| CURRICULUM MAPYear 7 Drama |  |  |  |  |  |  |  | **EOY Assessment Point** |
|  |  |  |  |  |  |  | **HT6:** | **Key Disciplinary knowledge*** Unrequited love
* Duologue
* Metamorphosis

**KNOWLEDGE*** Stylised storytelling with music
* Soundscape
* Thought Tunnel
* Exploration of Language
* Choral Speaking
* Ability to identify key points to a play.
* Body movements with arguments

**ASSESSMENT*** End of Task assessment by teacher.
* Written evaluation and reflection by pupil.
* Continued verbal feedback in lesson by teacher and pupil
 |
|  |  |  |  |  |  | **HT5:** | **Overarching unit****Intent:****Improvisation and Duologues*** Are they able to identify key skills in a performance of a monologue and duologue?
* Are pupils able to show empathy through their drama presentation knowledge?

**KNOWLEDGE*** Use of duologues
* Empathy and ability to use historical facts as stimuli

**ASSESSMENT*** Performance-based assessment in pairs

**Culture** * Veganism
* War
* Computer games

**Careers*** Communication careers skills
* Historian
* Archaeologist
 |
|  |  |  |  |  | **Assessment Point:****Summative or AFL** | **Overarching unit****Intent:****‘A Midsummer Night’s Dream’*** Are they able to appreciate the language used by Shakespeare?
* Are they able to understand the storyline of ‘A Midsummer Night’s Dream’?

**KNOWLEDGE*** Language
* Literacy skills
* Plot exploration

**Culture** * Relating to family relationships
* Unrequited love
* Parental control

**Careers*** Group Work
* Historian

**Careers*** Exploring Relationships- social worker
* Counsellor
 |
|  |  |  |  | **HT4:** | ***HT3 and HT4*****Key disciplinary knowledge*** Soundscape
* Choral speaking
* Body language
* ALIENATION

**Key concepts*** Movement with music
* Character improvisation
* Conscience alley
* Off-script work

**ASSESSMENT** * By teacher
* Reflection and understanding
* Formative assessment in lesson- teacher and pupil assessment in partner and group performances.
 |
|  |  |  | **HT3:** | **Overarching unit****Intent:****Brecht*** Are they able to understand the techniques used by Brecht?
* Are they able to appreciate different playwrights?

**KNOWLEDGE*** Use of placards
* Understanding of the plot concerning ‘The Caucasian Chalk Circle’.
* Use of symbols
* Exploration of themes within play.

**Culture** * Parental care and attachment.
* Civil war

**Careers*** Group Work
* Historian
 |
|  |  | **Assessment Point:****Summative or AFL** | **Overarching unit****Intent:****Alone and Mime*** Are they able to identify character’s feelings and identify them with others?
* Are pupils able to develop scenarios by use of mime?

**KNOWLEDGE*** Empathy
* Melodrama
* Crosscutting

**ASSESSMENT****Culture** * Single parents
* Materialism
* Feeling of loss and neglect
* Runaways and bullying

**Careers*** Group Work
* Referee
* Salesman
 |
|  | **HT2:** | **HT1 and HT2****Key disciplinary knowledge*** Spatial awareness
* Script storytelling
* Synchronisation

**Key concepts*** Movement
* Tone
* Narration
* Polished performance
* Introduction of games

**BASELINE ASSESSMENT** * By teacher
* Reflection and understanding
* Formative assessment in lesson and teacher-pupil assessment
 |
| **HT1:** | **Overarching unit****Intent:****ICT & STORYTELLING*** Are they able to produce a film trailer using ICT?
* Are they able to analyse how drama can be used to illustrate this?

**KNOWLEDGE*** STORYBOARD and ICT knowledge
* Soundscape
* Improvisation skills
* Hotseating
* Poems as stimulus

**Culture*** Historical nursery rhymes and questioning
* Rules of Fair Play.

**Careers*** Presentation and IT skills
* Researcher
 |
| **Overarching unit****Intent:****MOVEMENT*** Are they able to illustrate creativity in their own thoughts and show understanding of a performance?
* Are they able to experiment with music?

**KNOWLEDGE*** Body language
* Mirror work
* Creation of ensemble work
* Expression

**Culture*** Cross-Curricular English reading skills

**Careers*** Group Work
* Referee
* Salesman
 |