

## PERFORMING ARTS/DRAMA - KEY STAGE 3 -CURRICULUM MAP

2022/2023

**YEAR 7:**

Topic	Objectives	Skills	Assessment
<b>Baseline</b>	<ul style="list-style-type: none"> <li>Introducing students to basic mime, improvisation, drama skills and drama games.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Knowledge</li> <li>Basic mime</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Making</li> <li>Performing</li> <li>Evaluating</li> </ul>
<b>Musical Theatre- Oliver Twist Matilda</b>	<ul style="list-style-type: none"> <li>To develop group work skills.</li> <li>To develop knowledge and understanding of musical theatre.</li> <li>To research historical context.</li> <li>Perform extracts to evidence vocal and physical skills within the context of the topic.</li> </ul>	<ul style="list-style-type: none"> <li><b>Making</b> – create and devise performances to show vocal and physical skills</li> <li><b>Performing</b> – rehearse and perform extracts from the chosen musical.</li> <li><b>Evaluating</b> – to develop skills of peer assessment and self-evaluation. Evidence work.</li> </ul>	<ul style="list-style-type: none"> <li>Making, Performing and Evaluating – Understanding the three-point assessment criteria</li> </ul>
<b>Circus</b>	<ul style="list-style-type: none"> <li>To understand how meaning can be communicated without dialogue through movement and mime and the Circus.</li> <li>To know and understand the conventions of mime and apply these in performance</li> <li>To find and use information on the origins of Circus, including Commedia Dell’Arte and Mask work, using Greatest Showman as a stimulus.</li> </ul>	<ul style="list-style-type: none"> <li><b>Making</b> – Mime and still image, freeze frames, improvisation, physical and vocal skills relating to circus.</li> <li><b>Performing</b> – Scenarios – stock characters from the Circus.</li> <li><b>Evaluating</b> – to develop skills of peer assessment and self-evaluation. Evidence work and mask competition.</li> </ul>	<ul style="list-style-type: none"> <li>Making, Performing and Evaluating – Understanding the three-point assessment criteria</li> </ul>

<p><b>Drama Knowledge - Links to NC</b></p> <ul style="list-style-type: none"> <li>Studying theatre performer skills and conventions <b>in line with NC links</b> for vocal interpretation and movement to develop communication on stage.</li> <li>Studying characterisation and improvisation skills and the effects <b>in line with NC.</b></li> <li>Stimulus and devising work with improvisation interpretation. Plot development. <b>NC link.</b></li> <li>Masks work and Commedia Style. Styles of theatre and meaning. <b>Link to NC</b> with alternative styles and meaning.</li> <li>Pupils will be looking at defining skills in rehearsal and performance during every lesson which forms the main aspects of <b>the NC for Drama within English.</b></li> </ul> <p><b>Key elements – what are they and how do we use them?</b></p> <ul style="list-style-type: none"> <li>Body language and facial expression</li> <li>Still image</li> <li>Actions and reactions for characters and situations</li> <li>Realistic acting</li> <li>Tension</li> <li>Narrator</li> <li>Split scene</li> <li>Awareness of audience</li> <li>Projection of voice</li> <li>Different tones of voice</li> </ul>
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- Choosing dialogue for characters and situations

### Drama Skills

In Year 7 Drama pupils will be learning new skills and techniques of theatre and performance. They will follow a spiral curriculum and learning pathway that prepares them fully for the study of GCSE Performing Arts BTEC under the three main areas of **Making, Performing, and Evaluating**. They will be recapping on previous skills learnt in year 6 to embed and enhance the use and knowledge of these prior skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts, will also be developed through role play, rehearsal and improvisation activities.

Emphasis is placed on developing performance skills. It is a fantastic opportunity for students to get to know each other, learn how to work as a team by developing collaborative skills and engage with exciting topics. We explore a variety of stimuli to enthuse students and support a love of creating and performing Drama. Topics include, Mime, Matilda, Circus and the Greatest Showman and Oliver. By the end of Year 7, students will be equipped with the essential Drama Toolkit in order to develop and refine their skills in Year 8.

#### Skills – Practising and mastering;

- Control
- Cooperation
- Imagination
- Communication
- Confidence
- Concentration
- Expression of ideas through physical and vocal techniques
- Creative application of techniques in devising a performance piece

The ability to analyse and assess the success of others

### The Bigger Picture...

- Build on work done and prior skills learnt in Y6, develop skills in theatre and performance styles to support development at KS3 Year 8.

Role play and skills and techniques building as per the **National Curriculum Drama section of English**.

#### Cross Curricular and Curriculum Enrichment Opportunities:

**Literacy:** evaluation and analysis on Google Classroom. Script reading, resources linked to writing and reading.

**Speaking and listening:** evaluation, analysing, critique, feedback and self and peer assessment. Resources linked to speaking and listening.

**Numeracy:** proxemics, distances, stage areas, blocking and positioning. Shapes and form building.

**Cultural Capital:** understanding of the conventions and culture of the arts/theatre/School production/KS3 drama club / Theatre Trips /Workshops/Performances in assemblies

**Gatsby benchmark :** Resources and lesson plans to support teaching careers in drama and theatre: [GetIntoTheatre](#)

Information about careers in drama, film and TV: [TheCreativeIndustries](#) Information, resources and training opportunities for careers in drama, film and TV: [ScreenSkills](#) [1 minute videos](#) about how dance/drama skills can be used in different careers - useful for lesson starters. Similar bite size videos showing the [relevance of drama skills](#).