

Curriculum Map 2023-24							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	<a href="#">Storytelling</a>	This scheme introduces some basic drama skills in a framework that ALL students can engage with. Students are introduced to the role of a storyteller, character creation and development of narrative. They will explore the story of Kara Mustafa - an old Turkish folk tale and explore the conventions of Fairytales.	These skills are transferrable throughout all key stages of the drama curriculum. Skills include - Narration/Characterisation/Skill Image/Chorus/Soundscape/Vocal and Physical Skills.	Brand new content and skills	Non Naturalistic Drama. Working in groups and developing ideas from stimulus. (Comp 1 Devising) This unit gives students the basic skills of performance include vocal and physical skills and how to communicate with an audience (Component 2 & 3 - exploring texts in performance)	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation to Target Direction. Performance of Kara Mustafa/ Evaluative feedback from peers after performances.
Autumn 2	<a href="#">Physical Theatre &amp; Roald Dahl</a>	This scheme develops the use of physicality to create heightened characters. It will also introduce ideas linked to 'total theatre'. This will combine vocal and physical skills in a way in which performers full create the world of their chosen stimulus. Specifically, students will use skills to perform scripted pieces from James and the Giant Peach, Matilda and Charlie & the Chocolate factory.	Students will have opportunities to: Explore physical theatre/Use voice and physical skill to develop characterisation/Work with text/use 'Total Theatre' in performance.	Students will revisit: Still Images, Vocal & Physical skill, Characterisation, Chorus.	Characterisation- Using voice and movement, Communication with an audience. - Comp 1 & 2 Evaluation and response Comp1 and 3,Analysing and considering script - Comp 2 & 3 Using strategies and mediums such as Use of voice, characterisation, development of roles or situations. Exploration of a given theme, topic or issue- Physical Theatre, Total Theatre,	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation to Target Direction. Performance of James and the Giant Peach/ Evaluative feedback from peers after performances.
Spring 1	<a href="#">The Tempest &amp; Shakespeare</a>	Students explore William Shakespeare's play using Shakespearean language, Soundscape and choral movement and characterisation. Students will develop understanding basic social and historical contexts of Jacobean Theatre and how it is relevant to the theatre of today.	Students will have opportunities to: Use non naturalistic devices to explore original Shakespeare text, learn about theatre in context and how to create a basic interpretation/ concept.	Students will revisit: Still Images, Physicality, Voice, movement, Chorus, Physical Theatre, Soundscape, Characterisation, Analysing play texts.	Characterisation- Comp 1 & 3 Communication with an audience. Evaluation and response, analysing text Comp 2 & 3. Using strategies and mediums such as Monologue, Use of voice, characterisation. Interpretation of a text,Status, Chorus, Soundscape. Comp 1 & 2. Basic concept creation and analysis of text, History of Theatre- social, political, cultural contexts - Comp 3 A-level.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation to Target Direction. Performance of Prospero and Caliban/ duologue. Evaluative feedback from peers after performances.
Spring 2	<a href="#">Live Theatre Evaluation - Wonderland</a>	This scheme introduces learners to a variety of Theatre Makers' including Performers, Designers & directors by watching National Theatre's Peter Pan, developing understanding production elements such as Set, Staging, Lighting, Sound, Costume and Props.	Students will have opportunities to - develop understanding of - Production elements including - Set, Staging, Lighting, Sound, Costume, Props. Performance Skills include Vocal and Physical Skills and responsibilities in professional theatre. Analytical and Evaluative writing skills.	Students will revisit: understanding how performance skills and theatre conventions impact on an audience - albeit they will be discussing and writing as opposed to modelling these skills	Characterisation- Using voice and movement, Communication with an audience. - Comp 1 & 2 Evaluation and response Comp1 and 3,Analysing and considering script - Comp 2 & 3 'Theatre makers in practice and play review' are skills needed in component 3 at GCSE and A-level.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation to Target Direction. Written assessment Analyse and Evaluate a moment from 'Peter Pan'.
Summer 1	<a href="#">War</a>	To use a range of explorative strategies to explore War and its impact of different characters. They also learn to respond to a variety of stimuli such as film teacher-in-role, artefacts/ props and poetry. Developing skills such as devising, characterisation, slow-motion, controlled movement, cross cutting and monologue.	Status, expression, posture, spontaneous, improvisation, character, Accent and tone in voice, Slow Motion, Understanding propaganda and subtext.	Students will revisit: Still Images, Physicality, Voice, Movement, Soundscape, Characterisation,	ADU/ADJ/ADA Characterisation- Comp 1 & 3 Communication with an audience. Evaluation and response, analysing text Comp 2 & 3. Using strategies and mediums such as Monologue, Use of voice, characterisation. Interpretation of a text,Status	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation to Target Direction. Performance of 'No More Heroes' script. Evaluative feedback from peers after performances.
Summer 2	<a href="#">Horrible Histories</a>	Students explore a range of different historical periods and create 'sketches' using different dramatic styles. Students will use some basic Brechtian ideas to create original devised versions of 'Horrible Histories' to share with their peers.	Students will have opportunities to: Explore promenade/ & site specific theatre. Key Brechtian concepts such as 'breaking the fourth wall', the use of placards, research and direct address and multi rolling. Links to wider curriculum including history, geography and sociology.	Students will revisit: Still Image and Thought Tracking, chorus, characterisation, comedy, devising.	Different approaches to theatre (Site-Specific, Promenade) Breaking fourth wall/direct address (Brecht) combining naturalism and non naturalism. Devising and improvising based on independent research (comp 3) analysis and evaluation of own research and understanding of historical, political social contexts (comp 3)	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation to Target Direction. Performance of 'No More Heroes' script. Evaluative feedback from peers after performances.