



Striving For Excellence Together

Year 7 Drama Curriculum Map

Key Concepts:	Making, Performing and Responding Devising, Directing and Designing Drama
----------------------	--

7	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
Term 1	Drama Conventions	Continuous formative assessment: Making, Performing and Responding Evidence: Drama Conventions - End of Unit Evaluation Sheet	To understand that Drama Conventions can be used in rehearsal and performance. To identify advantages and disadvantages of specific Drama Conventions. To create drama that will be structured using Drama Conventions. To demonstrate using a variety of Drama Conventions in rehearsal and performance. To identify how to use Drama Conventions more effectively for an audience.	Freeze Frame/Tableau/ Still image. Narration Slow motion Thoughts Aloud Conventions Rehearsal Performance Audience Teacher-in-role Role on the wall Writing in role Role play	Literacy and Oracy Diversity and Inclusivity	Year 6 Expected Standard and Transition lessons Year 7 – 11 – All units of study
Term 2	Genre	Continuous formative assessment: Making, Performing and Responding Evidence: Genre - End of Unit Evaluation Sheet	To understand that different Genres require different performance styles. To identify some of the key qualities of specific Genre. To explore script and create drama that experiments with a variety of Genres. To demonstrate using a variety of Genres in rehearsal and performance work. To identify how Genre impacts on an audience.	Genre Audience Dialogue Mystery Western Comedy Tragedy Sci-fi Pantomime Musical Action	Literacy and Oracy Diversity and Inclusivity	Year 7 – 11 – All units of study
Term 3	Character Presentation	Continuous formative assessment: Making, Performing and Responding Evidence: Character Presentation - End of Unit Evaluation Sheet	To understand that character presentation requires internal and external development. To identify the five key areas for character presentation. To explore the five key areas of character presentation to fully create and present character. To demonstrate using the five key areas of character presentation in rehearsal and performance work. To identify how character impacts on an audience.	Character Rehearsal Performance Design Voice Movement Facial expression Gesture Costume	Diversity and Inclusivity Life Beyond School Literacy and Oracy Life after SWR	Year 7 – 11 – All units of study



Striving For Excellence Together

Year 7 Drama Curriculum Map

Term 4	Text Study: Ernie's Incredible Illucinations by Alan Ayckbourne	<p>Continuous formative assessment: Making, Performing and Responding</p> <p>Evidence: Text Study - End of Unit Evaluation Sheet</p>	<p>To understand the challenges of taking a play from the page to the stage.</p> <p>To identify the plot, structure and character relationships within the text.</p> <p>To explore the use of comedy through the dialogue and stage directions of the play.</p> <p>To demonstrate bringing the text to life, considering characterisation, stage picture and audience impact.</p> <p>To evaluate the practicalities of presenting a text (set, lighting, sound).</p>	<p>Page to Stage Stage directions Dialogue Direct Address to the audience</p> <p>Set Design Multi-rolling Design Monologue</p>	Literacy and Oracy	<p>Year 8 Approaching Text Year 8 Text study Year 9 Text study GCSE Text in Performance</p>
Term 5	Status	<p>Continuous formative assessment: Making, Performing and Responding</p>	<p>To experiment with status through physicality.</p> <p>To understand how Status impacts on character presentation and relationships.</p> <p>To experiment changing a character's status via the characters voice, movement, facial expressions, gesture and costume.</p> <p>To identify how character status impacts on an audience.</p>	<p>Status Silhouette Audience Character</p> <p>Tone Volume Accent Pace Pause</p>	<p>Diversity and Inclusivity Literacy and oracy Life Beyond School</p>	<p>Year 7 – 11 – All units of study</p>
Term 6	Design	<p>Continuous formative assessment: Making, Performing and Responding</p> <p>Evidence: Design - End of Unit Evaluation Sheet</p>	<p>To understand design elements – Set, Lighting, Sound, Costumes, Props and Special effects</p> <p>To identify how design elements impact an audience.</p> <p>To explore using design elements to enhance drama.</p> <p>To demonstrate using design elements to impact an audience.</p> <p>To evaluate the use of design elements in drama.</p>	<p>Gobo Gel Filter Parcan Spotlight Strobe Profile</p> <p>Diegetic sound Non-diegetic sound Composite Set</p>	<p>Life After SWR Life Beyond School Diversity and Inclusivity</p>	<p>Year 7 – 11 – All units of study</p>