


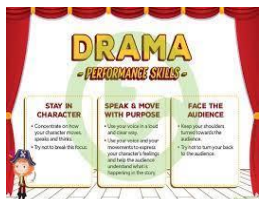


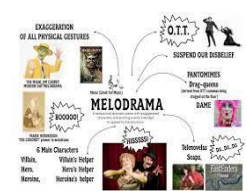
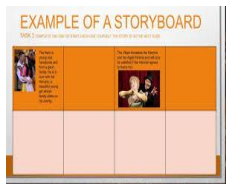
St Mary's CE High School Curriculum Map 23-24

Year 7 Drama



The study of drama plays an important role within a young person's personal, social and emotional development. It develops team work, creativity, respect for others opinions, empathy, leadership and risk taking, which permeate home life, social life and life at work.

Drama in Year 7 enables students to work alongside their peers exploring some of the fundamentals and foundation of drama and theatre that underpin creating, performing and responding to drama. Students will explore style, exploring realistic situations, fantasy and ancient Greek Theatre, which gives them a foundation of knowledge and skills on which to build in subsequent years.

| | Autumn 1 Foundation skills in Drama – the importance of working together using a range of drama skills including tableaux, thoughts aloud & role play. Building on presenting skills  | Autumn 2 Foundation skills in Drama – the development of drama specific skills to include narration & split scene  | Spring 3 Ancient Greek Theatre Chorus - The origins of modern western theatre and the importance of plot  | Spring 4 Ancient Greek Theatre – modern Chorus - using knowledge of plot & Chorus, how to create a modern chorus  | Summer 5 Melodrama – the main features of a melodrama and how to play stock characters in a performance  | Summer 6 Melodrama – How to create your own melodrama scenes in a group & perform  |
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| CONTENT <i>Know what</i> | Tableau Proxemics Thoughts Aloud Role Play Plot | Split scene Narration Tableau Thoughts Aloud Status | Protagonist Antagonist Greek Chorus Parados Theatron Skene Historical/cultural influence Tragedy | Modern Chorus Rhythm Ensemble Choreography | Stock characters Aside Exaggeration Historical/cultural influence Melodrama plots Impact of melodramatic music on the performance Script extracts to interpret in performance | Building blocks of creating an original melodrama Sequencing of plot Storyboard ideas Themes, characters, locations |
| SKILLS | Creating | | | Creating | | Creating |

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| <i>Know how</i> | <p>1) Create effective tableaux to highlight key moments</p> <p>1) Creating thoughts aloud/inner monologue to vocalise inner thoughts at a moment in time</p> <p>1) Role play – what words would someone speak in that situation</p> <p>2) Creating a split scene/using narration/tableau/thoughts aloud</p> <p>2) Show Status</p> <p>2) Apply narration to help tell the story</p> <p><u>Presenting</u></p> <p>1) Bring a tableau ‘alive’ through role play & Thoughts Aloud</p> <p>1) Prepared role play 2 scenes – starting & endings of scenes, thoughts aloud</p> <p>2) Split scene – robbery scenario</p> <p>2) Blodin the Beast Community under attack role play</p> <p><u>Responding</u></p> <p>1) Verbally Respond to another’s presentations</p> <p>2) Written paragraph based on practical work</p> | <p>3) Movements for Poseidon & Medea extracts</p> <p>4) Creating a movement sequence in a group</p> <p>4) Creating a synchronised movement ensemble</p> <p><u>Presenting</u></p> <p>3) Poseidon & Medea extracts in a group</p> <p>4) Safe City Chorus work based on the opening</p> <p><u>Responding</u></p> <p>3) Verbally respond to another group’s Presentation of Poseidon & Medea extract</p> <p>3) Short paragraph explaining/describing a key Moment in their own piece & evaluate</p> <p>4) Verbally respond to practical work</p> | <p>5) Melodrama story/plot using narration, signs, dialogue, stock characters</p> <p>5) Interpretation of melodrama plotline</p> <p>6) An original melodrama plot</p> <p><u>Presenting</u></p> <p>5) Storyline, through tableau, narration</p> <p>5) interpretation of a melodrama scene</p> <p>6) Group performance of their melodrama devised scenes</p> <p><u>Responding</u></p> <p>5) Verbally respond to another group’s presentation of the melodrama story interpretation</p> <p>6) evaluation of how you created your melodrama & how you performed in it reflections</p> |
| KEY QUESTIONS | <p>What makes for an effective tableau & group work?</p> <p>How do we communicate thoughts & feelings – verbally/physically/nvc</p> <p>What can our inner monologues reveal?</p> <p>What skills do we need when presenting work to others?</p> <p>How can we bring a tableau ‘alive’</p> <p>What makes for a good performance?</p> | <p>What was the purpose of the Greek Chorus?</p> <p>How should the Greek Chorus perform?</p> <p>How can we move as a Greek Chorus</p> <p>How can we move & speak in unison in a group</p> | <p>What influence has melodrama had on film/TV soap opera?</p> <p>How can I make my stock character easily identifiable?</p> <p>What are some of the key elements of a melodrama plot?</p> |
| ASSESSMENT | <p>1) Baseline assessment of tableau, role play, thoughts aloud</p> | <p>3) Medea extract performance</p> <p>4) The Safe City performance using Chorus – Movement & text</p> | <p>5) Melodrama storyline performance</p> <p>6) Melodrama devised performance</p> |

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| | 1) Role play 2 scenes – starts/ends/dialogue/tableau/thought aloud 2) Split scene performance 2) Blodin the Beast role play | | |
| EXTENDED LEARNING | Blended learning – GC quiz on ways to work in the drama studio/Storyboard of tableaux/key terminology | Ancient Greek Theatre – Joy Gardner Theatre of Epidaurus GC Quiz on key terminology Learning lines | GC quiz on stock characters/characteristics Costume design for a stock character Storyboard for devised melodrama scenes |
| CROSS CURRICULAR LINKS | Art – Tableau photographs/paintings stimuli English – Michael Morporgo Blodin the Beast story English – WWW/EBI paragraph | History – Ancient Greek civilisation English – Story of Medea & extract from Medea, extract from The Safe City text Music – to accompany exploring The Safe City – Discombobulate – Hans Zimmer | Music – Melodrama music to accompany heroic, villainous, tense moments |