

Year 7 - Drama

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 2.2 MARCH - APRIL	Lesson 1 Introduction to Aesop's Fables	Lesson 2 Reimagining Aesop's Fables	Lesson 3 Rehearsal	Lesson 4 Rehearse and polish	Lesson 5 Respond to feedback	Lesson 6 Assessment
TOPIC (S) Aesop's Fables	Objective: Gain and understanding of Aesop's Fables Work collaboratively to use freeze frames to highlight key moments Incorporate facial expressions, gesture, space and levels in character creation Add thoughts aloud to show character's feelings	Objective: Recap key elements of Aesop's Fables Rehearse and develop freeze frames from last lesson, including use of facial expression, gesture, space and levels. Create a modern version of Aesop's Fables Use voice, movement and gesture to create interesting and believable characters.	Objective: Work collaboratively to rehearse scenes from last lesson. Incorporate facial expressions, voice, gesture, space and levels to communicate believable characters Perform in from of and be part of audience Respond to staff and peer feedback and make improvements.	Objective: Work collaboratively to rehearse scenes from last lesson. Incorporate facial expressions, voice, gesture, space and levels to communicate believable characters Perform in from of and be part of audience Introduction of assessment criteria for final performance.	Objective: Watch and review performances from last lesson Respond to staff and peer feedback and make improvements.	Objective: Rehearse and complete final filmed assessment.
Knowledge & Skills development	Children will know and understand: <ul style="list-style-type: none"> - Fables and their importance in dramatic story telling - The significance of using voice, movement and gesture with confidence and conviction in performance. - How narrative and character is communicated to an audience through engaging drama. - How to take elements of an existing story and repurpose them in a new setting. - How to rehearse in preparation for a performance to a live audience. Children will be able to: <ul style="list-style-type: none"> - Explain Aesop's Fables, including given examples. - Shape and adapt material with a clear intention and understanding of audience. - Make use of facial expression, gesture, space and levels in the creation of a character. - Use key performance skills to engage an audience (Focus, energy, conviction, commitment) - Use subject specific terminology and Standard English to evaluate their own work and the work of others. 					
Assessment / Feedback Opportunities	Verbal feedback teacher	Baseline- Group work and creating assessment GSB Verbal feedback teacher and peer assessment	Verbal self assessment Checkpoint Activity	Verbal feedback teacher and peer assessment Interim videoed performance to be used for feedback	Verbal feedback teacher and peer assessment	Record and teacher assess according to success criteria GSB
Cultural Capital	<ul style="list-style-type: none"> • Understanding how students engage in the education system through stereotypical body language and verbal communication • Life skills to understand communicative skills in the wider world • Explore a historically significant text through the medium of dramatic performance. 					

SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • Discussion. Freedom to express thoughts and opinions and respect others thoughts and ideas without prejudice. • Taking part in group performances in a tolerant and respectful manner
Reading opportunities	<ul style="list-style-type: none"> • Scripts provided
Key Vocabulary	Fables Facial expression Body Language Narration Freeze Frame Thoughts Aloud Gesture Space Performance
Digital Literacy	Use of Firefly to access homework activity Recording practical work on digital device
Careers	Actor, Theatre producer, Director, Stage Manager, Sound Design, Theatre Technician, Set Designer, Costume Designer, Events Manager, Teacher, Theatre Manager, Journalist, Playwright, Editor, Choreographer, Dancer