Year 7 - Drama

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1.2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Nov-Dec							
TOPIC (S)	Objective:	Objective:	Objective:	Objective:	Objective:	Objective:	Objective:
FREE	Incorporating Energy into your voice when performing a script. Introduction to script. Introduction to story and characters. Read through scene 1. How can we present the dialogue effectively?	How can we create stereotypical characters? Read through scene 2-6. Analysis of main characters. What are their characteristics? How can we present them as an actor?	How can we create stereotypical teacher characters? Read through scenes 7- 10. What teachers are we introduced to so far? What characteristics do the teachers have? How can we present them as an actor - VFGMR	Presenting the narrative clearly and effectively. Read through scenes 11 and 12. How can we present scene 12 effectively? Use of still image/freeze frame to mark the moment.	How can we create tension? Read through scenes 13- 16. Key aspects of creating tension. Use of music to support tension.	Using narration, mime and freeze frame to mark the moment. Read through scenes 17-18. How can this be told by a narrator but with actors clearly demonstrating the story?	Portraying emotion. Read through pages 49-58. How can we use VFGMR to portray – boredom, guilt and blame.
Knowledge & Skills development	 Children will be able to: Take part in all warm up games, exploration, planning, rehearsal, performance and evaluation. Work with a variety of students within the class with positivity. Perform in front of at least 1 peer group, take part in peer assessment and feedback to others. Perform a final assessment recording, observe and evaluate their own performance. 						
Assessment / Feedback Opportunities	Verbal feedback teacher	Baseline- Group work and creating assessment GSB Verbal feedback teacher and peer assessment	Verbal self assessment Checkpoint Activity Firefly questions	Verbal feedback teacher and peer assessment	Verbal feedback teacher and peer assessment	Record and teacher as success cr GSB	iteria
Cultural Capital	Discussion of David Grant and other playwrights and how their success is recognised in their work – permission for performances etc.						
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	 Theme of 'theft', exploration of morals, consequence and suitability. Group work and social interaction required in every lesson. Giving and receiving of constructive criticism British school culture 						
Reading opportunities	• reading the whole script, acting key sections, planning final performances, completing peer assessment and final evaluation.						

Key Vocabulary	Mime, Control, Focus, Collaboration, Co-operation, Confidence, vocal projection, movement, energy, dynamics space, empathy,		
Digital Literacy	 Accessing slides and tasks on lesson ppoint. Selecting key background theme tracks online for mime scenes. Using Ipad for recording. Watching back final performance videos to evaluate. 		
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		