

# Year 7 - Drama

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 2.1 Jan-Feb	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>TOPIC (S)</b>  <b>FREE</b>	<b>Objective:</b>  <b>Bringing together information to create an outcome.</b>  Read page 58-71. Present information from scenes as an interview. Allow for audience to create their own opinion.	<b>Objective:</b>  <b>Creating a conclusion.</b>  Understanding structure and how to bring a story to an end.	<b>Objective:</b>  <b>Creating work for assessment.</b>  Work together to create scene that will be used as assessed piece. Create snapshots of variety of scenes.	<b>Objective:</b>  <b>Peer analysis and feedback.</b>  Watch each others work and give clear feedback and targets for improvement.	<b>Objective:</b>  <b>Rehearse and refine.</b>  Application of feedback and targets for improvement.  Systematic repetition of scene to ensure best performance.	<b>Objective:</b>  <b>Final assessment.</b>
<b>Knowledge &amp; Skills development</b>	<b>Children will be able to:</b> <ul style="list-style-type: none"> <li>- Take part in all warm up games, exploration, planning, rehearsal, performance and evaluation.</li> <li>- Work with a variety of students within the class with positivity.</li> <li>- Perform in front of at least 1 peer group, take part in peer assessment and feedback to others.</li> <li>- Perform a final assessment recording, observe and evaluate their own performance.</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	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 assess according to success criteria  GSB
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Discussion of David Grant and other playwrights and how their success is recognised in their work – permission for performances etc.</li> </ul>					
<b>SMSC / Promoting British Values</b>  (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Theme of ‘theft’, exploration of morals, consequence and suitability. Group work and social interaction required in every lesson. Giving and receiving of constructive criticism</li> <li>• British school culture</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• reading the whole script, acting key sections, planning final performances, completing peer assessment and final evaluation.</li> </ul>					

<b>Key Vocabulary</b>	Mime, Control, Focus, Collaboration, Co-operation, Confidence, vocal projection, movement, energy, dynamics space, empathy,
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>- Accessing slides and tasks on lesson ppoint.</li> <li>- Selecting key background theme tracks online for mime scenes.</li> <li>- Using Ipad for recording.</li> <li>- Watching back final performance videos to evaluate.</li> </ul>
<b>Careers</b>	Actor, Theatre producer, Director, Stage Manager, Sound Design, Theatre Technician, Set Designer, Costume Designer, Events Manager, Teacher, Theatre Manager, Journalist, Playwright, Editor, Choreographer, Dancer