

DRAMA – Y7

MAGHULL HIGH SCHOOL – CURRICULUM MAP



Term 3.1 April-May	Lesson 1 Greek Theatre	Lesson 2 African Theatre	Lesson 3 Chinese Theatre/Peking Opera	Lesson 4 French Mime	Lesson 5 Recapping Learning	Lesson 6 Assessment Performance	Lesson 7 Evaluation
TOPIC (S) World Theatre	Objective: learning about the key elements of Ancient Greek Theatre and applying these to performances.	Objective: learning about the key elements of African Theatre and applying these to performances.	Objective: learning about the key elements of Chinese Theatre/Peking opera and applying these to performances.	Objective: learning about the key elements of French Mime and applying these to performances.	Objective: using knowledge and understanding of world theatre, to prepare for an assessment.	Objective: using our knowledge and understanding of world theatre, to prepare for an assessment.	Objective: using our knowledge and understanding of world theatre to watch and evaluate our own work and other groups
Knowledge & Skills development	<ul style="list-style-type: none"> Explore the skills and practices of theatre from other cultures Explore and develop key dramatic skills, and how these can be applied to performance Explore characters and character motivation, and how these can be demonstrated to an audience Take part in a variety of performances (individual, pair and group) Respond to feedback in order to improve work. 						•
Assessment / Feedback Opportunities	Formative teacher assessment – class discussion	Formative self-assessment – group performance	Formative teacher assessment – group performance	Formative teacher and peer assessment - verbal	Formative teacher and peer assessment - verbal	Summative teacher assessment (filmed)	Formative Teacher Self and Peer Assessment
Cultural Capital	<ul style="list-style-type: none"> Students explore characters from a range of backgrounds which may be different to their own. Students are exposed to examples of drama texts that are not within their normal experience. 						•
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> Students perform in groups as part of a whole class, requiring team work Students work in pairs and groups to develop a performance, requiring resilience and teamwork Students have to both perform and respond to other students performances, so need to do so in a respectful manner 						•
Reading opportunities	<ul style="list-style-type: none"> Mime Time: 45 Complete Routines for Everyone African Theatre: Youth Sophocles- Oedipus 						•

Key Vocabulary	Creating Mime, Chorus, Synchronised Collaboration Decisions Ideas Stimulus Freeze Frames Transitions Discussions Opinions Voice Pitch Pace	
Digital Literacy	Students can make use of department iPad to film and review their work. Watching and research	
Cross-curricular links	Art, Dance and Music – In these subjects students also have to respond to and create work that explore different cultures	
Careers	Actor, performance artist, Journalist, Teacher, Dancer, Musician	