



Denton Community College

Departmental Curriculum Map



Subject: Drama

Year Group: 7

*Year 7 are seen on a bi-weekly basis and so schemes of work stretch over a full term.

	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topics	<u>Introduction to Skills</u>	<u>The Mission</u>	<u>Charlie and the Chocolate Factory</u>
What will students be studying during this unit?	<p><u>Explore and Create</u></p> <p>An introduction to Drama exploration of basic skills required in Drama</p> <p>Drama and Theatre terminology and how to use it appropriately</p> <p>Performance conventions and techniques</p> <p>Relationships between performers and audience</p> <p>Improvisation</p>	<p><u>Devising based on MI5 Secret agent work.</u></p> <p>Drama and Theatre terminology and how to use it appropriately</p> <p>Improvisation</p> <p>Dramatic Tension</p> <p>The development of pace and rhythm</p> <p>Characterisation</p> <p>Genre Style, focus on mime</p>	<p><u>Extracts of text from Roald Dahl</u></p> <p>Drama and Theatre terminology and how to use it appropriately</p> <p>Character motivation and interaction</p> <p>Performers' vocal interpretation of character</p> <p>Performers' physical interpretation of character.</p> <p>Style and Genre</p>
When will students be assessed?	<p><u>Lesson 3</u> – (Formative) Verbal peer/teacher feedback</p> <p><u>Lesson 6</u> – (Summative) Showcase practical performance (Teacher Assessment) Verbal/written teacher feedback</p> <p>Every lesson, verbal feedback</p>	<p><u>Lesson 3</u> – (Formative) Verbal peer/teacher feedback</p> <p><u>Lesson 6</u> – (Summative) Showcase practical performance (Teacher Assessment) Verbal/written teacher feedback</p> <p>Every lesson, verbal feedback</p>	<p><u>Lesson 3</u> – (Formative) Verbal peer/teacher feedback</p> <p><u>Lesson 6</u> – (Summative) Showcase practical performance (Teacher Assessment) Verbal/written teacher feedback</p> <p>Every lesson, verbal feedback</p>

How will students be assessed?	<ul style="list-style-type: none"> -Observations through class monitoring and group work -Verbal peer/teacher assessment -Verbal/Written teacher targets through feedback -Questioning -Rehearsal Contributions – physically and verbal -Performances during lesson -Video of performance work within lessons 	<ul style="list-style-type: none"> -Observations through class monitoring and group work -Verbal peer/teacher assessment -Verbal/Written teacher targets through feedback -Questioning -Rehearsal Contributions – physically and verbal -Performances during lesson -Video of performance work within lessons 	<ul style="list-style-type: none"> -Observations through class monitoring and group work -Verbal peer/teacher assessment -Verbal/Written teacher targets through feedback -Questioning -Rehearsal Contributions – physically and verbal -Performances during lesson -Video of performance work within lessons
Key Vocabulary	<ul style="list-style-type: none"> Freeze-Frame Projection Thought-track Stock Characters 	<ul style="list-style-type: none"> Mime Intonation Dramatic tension Theatrical staging 	<ul style="list-style-type: none"> Characterisation Role on the wall Hot – seating Given Circumstances
Homework opportunities to broaden or deepen student knowledge	<p>Home learning tasks set every two weeks to consolidate and extend learning from lessons</p>	<p>Home learning tasks set every two weeks to consolidate and extend learning from lessons</p>	<p>Home learning tasks set every two weeks to consolidate and extend learning from lessons</p>
Links to the National Curriculum	<p>English speaking and listening PSHE</p>	<p>English speaking and listening PSHE</p>	<p>English speaking and listening PSHE</p>