**Key Stage 3 Curriculum Map** Department: DRAMA

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| **DRAMA**  **Year 7** | *‘Your GCSE results will open the door and get you the interview. Your Drama skills will get you the job’. Throughout KS3 we will be learning team building, communication and social skills every lesson. All students will present and perform every lesson in a safe and warm environment built on mutual respect. We will work on confidence, presentation and problem-solving skills as well as focusing on Drama skills required for taking the subject further. The transferable skills covered in every lesson will be valuable and used in any career in the future.* | | | | | | |
| **no of weeks/lessons** | 1-2 hours  winter term | 3-4 hours  winter term | 8-10 hours  winter & spring term | 5-6 hours  spring term | 5-6 hours  Summer term | 6-8  summer term |
| **unit title** | baseline assessment – the disc | tableau/still image & thoughts aloud | charlie & the chocolate factory  ASSESSED UNIT | mime & comic mime | peer pressure & bullying  ASSESSED UNIT | Bugsy Malone |
| **objective** | be able to work collaboratively to create a short piece of drama  be able to include an drama skills gained at primary  understand how we are marked in drama | know the rules of using still images & thoughts aloud  understand terms like upstage, downstage & blocking  be able to work collaboratively in pairs & groups  be able to learn drama techniques | be able to learn lines & recall information from memory  be able to create & sustain a role  understand how to create a character using v/m/g/f  understand new skills - physical theatre & soundscape | understand how to show emotion using non-verbal techniques  know how to show emotions & characters without speech  be able to work collaboratively on a longer piece | be able to explore bullying & peer pressure using distancing techniques like hotseating & improv  understand the difference between peer pressure & bullying  understand the consequences of actions especially around social media  understand new skill – split scene | be able to learn lines & recall information from memory  be able to create & sustain a role  understand how to create a character using v/m/g/f  understand new skills - off text improvisation |
| **iterative links** | The starting point for most students | The first time most students will have used Drama skills | building on previous learning with use of still images & characterisation skills | Building on previous learning of creating characters but with a focus on non-verbal skills – face, gesture, posture, movement | building on previous learning use of thoughts aloud & characterisation | Building on previous learning of creating characters and line learning retention taught in Charlie in Winter term |
| **knowledge & understanding** | Knowledge of how a Drama lesson will be and the rules of using the studio | understand – the rules and terms of still images & thoughts aloud  knowledge – of basic Drama techniques and the rules of using them effectively | understand – creating a character, physical theatre and soundscape  knowledge – retaining lines & knowledge & performing without a script | Understand – non-verbal communication & mime  Knowledge of how to create a slapstick piece of Drama | understand – split scene  knowledge of how to seek help if you are having difficulties | understand – the new term of off text improvisation  knowledge – retaining lines & knowledge & performing without a script. Being able to build on characters and add your own information |
| **skills** | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – still images & thoughts aloud | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – line learning, performing a character | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – Mime and non-verbal communication | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – split scene, hotseating and using Drama to problem solve and issue | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – Line learning and off text improvisation using imagination |
| **literacy** | use of planning paper  key words on the board – stimulus, character, plot | key words on the board – Still image, thoughts aloud, narration, character | Use of a play, sight reading as a class, learning and retaining lines  key words on the board – character, role, sustaining, voice | key words on the board – non-verbal communication, character, mime, gesture | key words on the board – hotseating, characterisation, role, voice, gesture, split scene | Use of scripts, sight reading as a class, learning lines and retaining information  key words on the board – Off text improvisation, characters, role, storyline, plot |
| **numeracy** |  |  |  |  |  |  |
| **assessment** | teacher assessment looking at d&c – development & collaboration + performance – sustaining a role, inclusion of techniques – recorded & place on TEAMS |  | teacher assessment looking at – developing & collaboration + performing – sustaining a role, line learning, working together, communications skills recorded & place on TEAMS, red, amber, green, gold |  | teacher assessment looking at – developing & collaboration + performing – sustaining a role, line learning, working together, communications skills recorded & place on TEAMS, red, amber, green, gold |  |
| **cross-curricular** | English – story telling, creating a character  pshe – speaking & listening, team building skills, collaboration, social skills | English – story telling, creating a character  pshe – speaking & listening, team building skills, collaboration, social skills | English – Sight reading, use of script, characters, understanding of story and plot  pshe – speaking & listening, team building skills | English – story telling, creating a character  pshe – speaking & listening, team building skills, collaboration, social skills | English – story telling, creating a character  pshe – speaking & listening, team building skills, collaboration, social skills  PSHE – Issue based Drama looking at social media & bullying | English – story telling, creating a character  pshe – speaking & listening, team building skills, collaboration, social skills |