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

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| **DRAMA**  8 |  | *overview/rationale & statement of importance – what learners can expect to gain from studying this subject this year* | | | | |
| **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  spring term | 6-8  summer term |
| **unit title** | baseline assessment – the disc | Spontaneous Improvisation | Silent Movies - Assessment | Murder Mystery | She’s leaving home/stone cold Assessment - script | Physical Theatre & devising |
| **objective** | be able to work collaboratively to create a short piece of drama  be able to include any drama skills gained in year 7  understand how we are marked in drama | Be able to respond on the spot and keep in character  Understand the difference between rehearsed and spontaneous improvisation  Know how to react instantly on the spot | be able to act in an exaggerated style  be able to create & sustain a role  understand how to create a silent movie using captions and GEMS  understand new skills - mime, comic timing | be able to create exaggerated characters using GEMS and vocal skills  understand the style of murder mystery  understand new skill – character modelling | Be able to recall information from memory  Understand how to play a scene with sensitivity  Use of hotseating  Use of distancing to solve a problem and issues based Drama | Understand how lighting and sound affects a performance  Be able to combine drama techniques of physical theatre and narration |
| **iterative links** | Students are reminded that they should be including any techniques they can recall from year 7 and adding them to this piece | Building on the knowledge gained in Off text improvisation at the end of year 7 | building on previous learning with use of characterisation skills | building on previous learning use of GEMS | Building on how we approached ‘peer pressure’ and the skills needs to explore an issues based scheme with sensitivity | Refresh of physical theatre and narration covered at a basic level in Charlie year 7 |
| **knowledge & understanding** |  | Understand – differences between spontaneous and rehearsed improvisation  Knowledge – of how to respond on the spot | understand – captions, GEMS  knowledge – GEMS, style of silent movies | understand – stock characters  Knowledge of flashback and script development | Understand – characterisation, portraying a role with sensitivity, how hotseating can develop a character further  Knowledge – hotseating, role on the wall, character development, | Understand how to use the lighting desk and how colours can reflect mood and atmosphere  Knowledge of sound and lighting/design elements |
| **skills** | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – included by the students | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – spontaneous improvisation skills, ability to focus on short and longer pieces of drama | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – Mime, use of captions, physical theatre, slapstick, clowning | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – stock characters, exaggerated characterisation, monologue | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – portraying character’s with sensitivity, use of hotseating | Collaboration, problem solving and communication skills. Being respectful of others views, opinions and performances  Drama skills – use of design elements, use of physical theatre and narration |
| **literacy** | use of planning paper  key words on the board – stimulus, character, plot | key words on the board – spontaneous improvisation, character, role, rehearsal | Use of captions  key words on the board – GEMS, facial expressions, exaggeration | Script writing, creation of a monologue  key words on the board – monologue, staging, static, exaggeration, stock characters | Use of script, sight reading, line learning  key words on the board – emotion, character, plot, | key words on the board – lighting, state, atmosphere, scene, narration |
| **numeracy** |  |  |  |  |  | Use of number on the lighting desk, co-ordinated with lights on the ceiling |
| **assessment** | teacher assessment looking at – developing & collaborating + performing – sustaining a role, inclusion of techniques – recorded & place on TEAMS |  | teacher assessment looking at – developing & collaborating + performing & evaluating – sustaining a role, inclusion of techniques – recorded & place on TEAMS |  | teacher assessment looking at – developing & collaborating + performing & evaluating – sustaining a role, inclusion of techniques – recorded & place on TEAMS |  |
| **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 – story telling, creating a character, use of captions  pshe – speaking & listening, team building skills, collaboration, social skills | English – story telling, creating a character, writing of monologues and scripts  pshe – speaking & listening, team building skills, collaboration, social skills | English – story telling, creating a character, line learning sight reading, use of a play  pshe – speaking & listening, team building skills, collaboration, social skills, issues based drama dealing with running away, problems at home | DT – design elements  Art – how colour symbolises mood and atmosphere  pshe – speaking & listening, team building skills, collaboration, social skills |