

St Cuthbert Mayne School Curriculum Map 2021-2022



Performing Arts - Drama

Year 7

Drama is a subject taught in the Performing Arts Faculty and our schemes of learning are driven by a desire to value and nurture the creative potential in every student, building tolerance of diversity, bravery of spirit and resilience of focus. Drama allows students to learn within practical sessions but also within reading, writing and reviewing tasks where theory underpins the practical work and so students are enabled to be brave enough to perform on their own and in small groups from the outset of Year 7. Lessons ask students to take the time to read scripts or respond to arts-based imagery with focus and discipline and then respond with creativity and care.

Key skills and concepts of learning: each of these areas is informed by engaging in creating, performing and appreciating

- Develop knowledge and understanding of a range of professional arts work including technique and text
- To respond creatively and with sensitivity to stimulus based tasks
- To increase vocal and physical skills when performing in front of an audience
- To respond with careful thought and emotional intelligence as a performer or member of the audience
- To use drama as a way of thinking through and understanding the perspectives and viewpoints of others

Key Stage 3 Curriculum Summary

A degree of choice is built into the Key Stage 3 curriculum structure to support the learning needs and interests of the students with the teacher making the final decision about which scheme of learning would best support the development of learners into thinkers and creators.

Assessment processes in key stage 3 will require solo and group based performances, performer/director log books, peer and self review, written documentation and reflection.

Year 7: students will learn how to make drama works that engage an audience, to create characters that are believable and to work in non-naturalistic modes of performance. Learning how to respect the work of their peers, critically evaluate their own progress and understanding the diversity of human experience informs all the schemes of learning in year 7.

- Introduction to Drama Skills (the building blocks of drama)
- Introduction to genre and text (*Macbeth*)
- Introduction to Musical Theatre Skills
- Introduction to genre and text (Melodrama)
- Introduction to genre and text (*Ernie's Incredible Illucinations*)
- Introduction to Devising Skills

Autumn Term 1

| | |
|--|---|
| Topic/Unit | Introduction to Drama Skills |
| Knowledge (Content covered) | Image based drama skills: freeze frames, slow motion, gesture and facial expression Verbal based skills: thought tracking, hot seating, narration, character monologue, character dialogue Structural devices such as flashback, split scene, cross cutting |
| Skills | Oracy - physical and verbal Listening and negotiating Risk Taking Focus and discipline Creating, performing and appreciating |
| Assessment | Diagnostic (by end of week 3) Formative (by end of week 6) |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | The drama curriculum supports skills that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality as well as subject specific roles such as performer, designer and director. The focus on transferable skills such as negotiating and problem solving are also linked, where appropriate, to less common jobs in the creative and business industries such as dramaturge, playwright, arts therapist and theatre caption writer. Careers education is linked clearly to role but also to the importance within all sectors of possessing vocal confidence and clarity |

Autumn Term 2

| | |
|--|--|
| Topic/Unit | Introduction to genre and text (<i>Macbeth</i>) |
| Knowledge (Content covered) | How to read, analyse and respond to an extract or short scene Performing an extract Staging an extract Exploration of dramatic conventions linked to an extract Characterisation processes |
| Skills | Reading, writing and discussing Oracy - physical and verbal Listening and negotiating Focus and discipline |
| Assessment | Formative (by end of week 12) Summative (by end of week 16) |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | The drama curriculum supports skills that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality as well as subject specific roles such as performer, designer and director. The focus on transferable skills such as negotiating and problem solving are also linked, where appropriate, to less common jobs in the creative and business industries such as dramaturge, playwright, arts therapist and theatre caption writer. Careers education is linked clearly to role but also to the importance within all sectors of possessing vocal confidence and clarity. |

Spring Term 1

| | |
|--|---|
| Topic/Unit | Introduction to Musical Theatre Skills |
| Knowledge (Content covered) | Structural Features and Narrative Acting Through Song or Movement Solo, duet and ensemble requirements for Musical Theatre Key elements of repertoire |
| Skills | Oracy - physical and verbal Listening and negotiating Risk Taking, focus and discipline. Peer and self review, target setting. Creating, performing and appreciating |
| Assessment | Formative week 3, summative week 6. |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | In this term we will revisit and deepen ideas initially explored in term 1 as well as explored roles that are explicitly linked to musical theatre such as dance captain, producer and impresario. Careers education is linked clearly to the industry but also to the importance within all sectors of possessing vocal confidence and clarity. The drama curriculum supports skills that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality as well as subject specific roles such as performer, designer and director. |

Spring Term 2

| | |
|--|---|
| Topic/Unit | Introduction to genre and text (Melodrama) |
| Knowledge (Content covered) | How to read, analyse and respond to an extract or short scene Performing an extract Staging an extract Exploration of dramatic conventions linked to an extract Characterisation processes |
| Skills | Reading, writing and discussing. Oracy - physical and verbal. Listening and negotiating. Focus and discipline. Interpretation and exploration. Creating, performing and appreciating |
| Assessment | Formative week 8 and 10 , summative week 12. |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | In this term we will revisit and deepen ideas initially explored in term 1: the drama curriculum supports skills that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality as well as subject specific roles such as performer, designer and director. The focus on transferable skills such as negotiating and problem solving are also linked, where appropriate, to less common jobs in the creative and business industries such as dramaturge, playwright, arts therapist and theatre caption writer but this most likely will have more impact in Year 8 and 9. Careers education is linked clearly to the industry but also to the importance within all sectors of possessing vocal confidence and clarity. |

Summer Term 1

| | |
|--|--|
| Topic/Unit | Introduction to genre and text (<i>Ernie's Incredible Illucinations</i>) |
| Knowledge (Content covered) | How to read, analyse and respond to an extract or short scene Performing an extract Staging an extract Exploration of dramatic conventions linked to an extract Characterisation processes |
| Skills | Oracy - physical and verbal. Listening and negotiating. Risk Taking, focus and discipline. Peer and self review, target setting Creating, performing and appreciating |
| Assessment | Formative week 3, summative week 6. |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | The importance of physical and vocal presentation skills as a means of accessing and sustaining employment will be linked to skills developed and explored within lessons. There will be a further focus on interaction with peers identified as a means of developing collaborative and appropriate conduct skills ready for the world of work. |

Summer Term 2

| | |
|--|--|
| Topic/Unit | Introduction to Devising Skills |
| Knowledge (Content covered) | Response to forms of stimulus (visual, verbal, text etc) Practitioner based methodology Narrative processes Characterisation processes Abstract versus heightened naturalism |
| Skills | Oracy - physical and verbal (solo and group). Negotiating, directing and devising. Risk Taking, group organisation. Listening skills, focus and discipline. Interaction with peers and adults. Self and peer review, target setting Creating, performing and appreciating |
| Assessment | Formative week 8 and 10 , summative week 12. |
| Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4 | The importance of physical and vocal presentation skills as a means of accessing and sustaining employment will be linked to skills developed and explored within lessons with a further focus on interaction with peers identified as a means of developing collaborative and appropriate conduct skills ready for the world of work. |