Heron Hall ACADEMY

Subject : Drama	Year 7 Curriculum Map					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
What am I learning?	In Year 7, we start by learning where and how theatre began back in Ancient Greece, many years ago.	To link with Anti-Bullying week in November, we will explore and develop ideas from a picture stimulus, using it to create a piece of Drama that explores the issue of bullying.	You will explore physical theatre and how this can be used to communicate meaning using the actor's body as the primary focus.	You will study and perform extracts from the play script Wacky Soap by Mark Wheeler. The play looks at the theme of addiction.	You will explore what theatre was like during the Elizabethan Era and how to create atmosphere on stage when studying scenes from Macbeth, a Shakespearian play.	You will learn to use a range of drama skills and strategies to develop a piece of theatre in the style of horror.
Why am I learning this?	You will learn key performance skills as well as life skills such as confidence, communication and team work that will be built on throughout your time at Heron Hall.	Vocal and physical skills will be applied in order for you to create a character different from yourselves. This will be revisited throughout subsequent SOWS.	To know how to use your bodies in a creative way. This is something that will be developed further in Year 8 and 9 when creating non-naturalistic theatre.	This unit helps students to understand the key features of a script including stage directions whilst exploring a topical issue to express themselves in different ways.	To understand Shakespearian language and the impact different performance skills can have on an audience.	To be able to use all of your knowledge so far to build tension and create believable characters in your own innovative performance.
How will I be supported?	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters
How will I be challenged?	Applying more challenging skills in performance Evaluation tasks Challenge wall	Applying more challenging skills in performance Evaluation tasks Challenge wall	Applying more challenging skills in performance Evaluation tasks Challenge wall	Applying more challenging skills in performance Evaluation tasks Challenge wall	Applying more challenging skills in performance Evaluation tasks Challenge wall	Applying more challenging skills in performance Evaluation tasks Challenge wall

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Subject : Drama	Year 8 Curriculum Map					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
What am I learning?	We start Year 8 with a whistle stop tour of Theatre from Around the World. We visit Greece, Italy and Africa (virtually!) to name a few.	We will explore the play Refugee Boy by Lemn Sissay. This play focuses on deep and difficult issues that arise in the play and in reality, including foster care, knife crime and discrimination.	Inspired by the events of the 2011 London Riots, students will explore Verbatim theatre and develop a range of drama skills while engaging with contemporary societal issues.	Students explore the use of mime, slapstick and physical theatre. You will study Charlie Chaplin and know what it takes to mime effectively when creating your very own silent movie!	Students learn how to improvise theatre without a script. Improvisation is a shared creation and one that needs cooperation and collaboration.	Students will become prepared to use non-naturalistic techniques when creating a performance to Year 6s about the negative and positive effects of social media.
Why am I learning this?	To know what theatre looks like in different countries and cultures.	Students will continue developing their performance skills while examining the challenges facing refugees when seeking asylum in an unfamiliar country.	To understand the theatre style 'Verbatim' and how this can be used in performance and the impact it can have on an audience.	To learn how to communicate without dialogue focusing on physical comedy. To have basic knowledge of theatre and film history from the physical comedy genre.	To develop listening and team building skills in a safe and supportive environment where mistakes are encouraged whilst expanding your imagination.	To think 'outside the box' to create an innovative performance building on drama techniques and know the impact they can have on an audience.
How will I be supported?	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters
How will I be challenged?	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks

Heron Hall ACADEMY

Subject : Drama	Year 9 Curriculum Map					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
What am I learning?	We will start Year 9 by looking at how conflict is performed on stage. You will be taught different stage combat moves to show how stage fights are choreographed – applying this skill in a key scene from Romeo and Juliet.	Following on from mime last year, you will learn about the key principles for mask work exploring how to use Trestle Masks, and develop your physical skills further.	Explore a text dealing with issues such as bullying, gang membership, social responsibility, morality and leadership and peer pressure.	Building on devising work, students explore and respond to different stimuli (e.g. music, poetry, news articles, historical events etc), using this to create a short performance with a clear message.	You will gain an insight into musical theatre when we watch the recording of Hamilton on Broadway. You will learn about the production elements including the roles of a lighting, set and costume designer.	To finish off KS3 Drama, we will explore Stanislavski's system he created which focuses on naturalism and creating truth on stage. You will apply this to a performance of a song that you will turn into a monologue/beyoncelogue.
Why am I learning this?	To learn how to perform stage combat safely on stage and to show exaggerated reactions and responses by using your performance skills.	To develop a practical understanding of how gesture, posture and movement can be used to tell a story and expression emotion non-verbally.	To develop your ability to interpret texts and create and communicate meaning in performance.	To refine your own ideas, collaborate with others and focus on rehearsal and refinement of the work in progress.	To develop your appreciation skills by watching and discussing clips from the musical with a focus on both performance skills and design elements.	To know who the theatre practitioner, Stanislavski is and how we can apply his naturalistic techniques in a performance.
How will I be supported?	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters	Scaffolding Modelling of tasks Groupings Sentence starters
How will I be challenged?	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks	Applying more challenging skills in performance Evaluation tasks

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Subject: Drama	Year 10 Curriculum					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
What am I learning?	We start the GCSE study by widening our knowledge of how theatre has evolved into modern theatre and the different theatre styles we can include in our own devised performances in the coming months.	We continue to build upon our devising skills with different workshops alongside understanding the importance of intention and impact upon our audience. We hope to visit some live theatre to see this in action.	We will practically explore 'An Inspector Calls' and justify how to perform and direct key scenes. We will apply what we have explored practically in an exam style response.	Continuing the study of An Inspector Calls, we consider the use of design elements focusing on lighting, set and costume design and how they can be used to create meaning in performance.	You will begin to explore different stimuli and ideas to start devising your own 20 minute performance. Workshops will be led by your teacher to support creation of new scenes. Homework will be research based.	You will continue the process of devising your own 20 minute performance. Teacher led workshops will further develop the characters you have created – this will be discussed in your portfolio. Homework will be research based.
Why am I learning this?	Component 1: Devising is worth 40% of your GCSE. This works towards the skills needed to complete a 20 minute performance and 1500 word portfolio on the process and final performance.	Component 1: Devising is worth 40% of your GCSE. This works towards the skills needed to complete a 20 minute performance and 1500 word portfolio on the process and final performance.	To develop an understanding of how to respond to exam questions in Section A of written exam and be confident in answering 4, 6 and 12 mark questions.	This will allow you to answer exam questions on design elements with confidence focusing on 9 and 14 mark questions.	Component 1: Devising is worth 40% of your GCSE. This works towards the skills needed to complete a 20 minute performance and 1500 word portfolio on the process and final performance.	Component 1: Devising is worth 40% of your GCSE. This works towards the skills needed to complete a 20 minute performance and 1500 word portfolio on the process and final performance.
How will I be supported?	Teacher feedback Model answers Exemplar coursework & performance	Teacher feedback Model answers Exemplar coursework & performance	Teacher feedback Model answers and exam criteria CGP Revision book	Teacher feedback Model answers CGP revision book	Teacher feedback Model answers & help guides Exemplar coursework	Teacher feedback Model answers & help guides Exemplar coursework
How will I be challenged?	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria

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Subject: Drama	Year 11 Curriculum Map					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
What am I learning?	You will finish your devised performance and perform this to an audience. We will also go to see Woman in Black.	You will finish your first draft of portfolio. You will prepare and perform two extracts from a chosen play text.	You will prepare and perform two extracts (monologue or duologue) from a chosen play text. This will be performed just before half term.	We revisit the study of An Inspector Calls and go over exam style questions	Submission of all coursework elements and revision to continue for written exam. 500 words of notes on Woman in Black to be complete.	
Why am I learning this?	To complete Component 1 of GCSE worth 40%. You need to watch a piece of theatre to analyse and evaluate in your written exam.	Preparation for Component 2 which is worth 20% of your drama GCSE.	Component 2 is worth 20% of your GCSE. This is assessed by an external examiner.	This will allow you to answer exam questions with confidence and retrieve knowledge from Year 10.	You can take 500 words into your written exam to support answers in Section B. Revision for written exam.	
How will I be supported?	Teacher feedback Model answers & help guides Exemplar coursework & performance	Teacher feedback Model answers & help guides Exemplar performance.	Teacher feedback Model answers Exemplar performance.	Teacher feedback Model answers Exemplar exam responses	Teacher feedback Model answers Exemplar exam responses	
How will I be challenged?	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	GCSE challenge wall Questioning Application of exam marking criteria	