



St George's School
English and Drama Faculty
Year 7 Curriculum Map for DRAMA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	<p>Key Performing Skills#1: Physical Skills</p> <p>Exploring physical performance through the central idea of 'Silent Movies'</p> <p>Also introducing key themes in Lower School Drama - the four C's - Creativity, Confidence, Communication and Collaboration.</p>	<p>Key Performing Skills#2: Vocal Skills</p> <p>Exploring and experimenting with different vocal skills culminating in recording a radio broadcast,</p> <p>Continued focus on four C's</p>	<p>Evaluating Performance</p> <p>Exploring what makes an effective performance through watching and analysing range of different performances - all from audience perspective.</p> <p>Who are our favourite actors? What roles do they play? How believable are their characters?</p>	<p>Key Performing Skills#3: Use of Space</p> <p>Experimenting with stage space and proxemics.</p> <p>Identifying different types of performance spaces and the challenges that face actors.</p> <p>Focusing on actor / audience relationship</p>	<p>Interpretation and Characterisation</p> <p>Working on scripts, interpreting character and using Physical and vocal skills to convey character to an audience.</p> <p>Additional focus on using stage space and how positioning on stage can be used to convey character.</p>	<p>Technical Theatre: Stage Design Project</p> <p>The first technical specific module, designed to have students think about alternative (to performance) roles in the theatre.</p> <p>What are the main jobs in the theatre? What are the differences between front of house jobs, and back stage jobs? What role do designers play in the creative process?</p>
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	<p>6 session scheme of work - initial sessions focusing on different physical skills - expression, gesture, posture, gait</p> <p>Delivered through practical workshops - students working in pairs / groups.</p> <p>Alongside performing skills, students also learn about refining work through rehearsal process</p>	<p>6 session scheme of work - initial sessions to focus on main vocal skills - projection, pace, pitch, tone, intonation and accent</p> <p>Building on recognition of work during the rehearsal process and collaborating with others</p>	<p>5 session scheme of work - Asking students to reflect on who they consider to be effective actors, and in memorable roles, drawing on experiences of film, TV and theatre they consume. Scheme begins with students reflecting on what they already consume before challenging them with different types of performances - both stage and screen. Introduces core analysis and evaluation skills, as well as reflect on key performing skills #1 and #2</p>	<p>5 sessions looking at specific types of stage space and requiring students to experience and reflect on performing in them.</p> <p>Start to build terminology to explain and describe stage spaces, positioning and proxemics.</p>	<p>6 session scheme of work designed to pull together key performing skills developed in terms 1 and 2, and apply them to creating a character.</p> <p>Reading and understanding a script, making interpretations of character and exploring how interpretations might be conveyed to an audience.</p> <p>Focus on more independent rehearsal time.</p>	<p>6 session scheme - main focus on Stage Design in order to consolidate and develop knowledge from Spring 2, and apply to play studied in Summer Term 1.</p>

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FEEDBACK <i>Noteworthy tasks and assessments</i>	Final Assessment: performance of the Poor Wretch story - bringing together physical skills in telling a story / conveying a character	Final Assessment: recording of radio broadcast - Alien Invasion - where students show off different vocal skills to help convey character	Final Assessment: Written review of a piece of theatre studied in class.	Final Assessment: Reading and Interpretation of Stage Diagrams.	Final Assessment: 'off text' improvisation of scene from <i>Blue Remembered Hills</i>	Final Assessment: Stage Design for a production of <i>Blue Remembered Hills</i>
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Students encouraged to join lunchtime Drama Club or join the backstage / tech team at Tech Drama Club (from October half term)		Continuation of Drama Club but also audition / get involved with House Plays - performing and creative / technical Audition for Lower School (Y7-9) Play		Lower School Play	
KEY VOCABULARY <i>Important words and phrases</i>	Creativity, Collaboration, Confidence Rehearsal, Improvisation, Mime, Body Language, Non-Verbal Communication, Expression, Gesture, Gait	Creativity, Collaboration, Confidence Rehearsal, Improvisation, Projection, Volume, Pitch, Pace, Tone, Intonation, Accent	Creativity and Communication Audience, Interpretation, Intentions, Review, Analysis, Evaluation.	Creativity, Collaboration and Communication Proxemics, Stage Positioning, Proscenium Arch, End on, Traverse, Arena / Thrust, In the Round, Promenade	Creativity, Collaboration, Confidence Rehearsal, Improvisation, Character, Interpretation, Proxemics, Stage Positioning, Dialogue, Stage, Directions	Creativity and Communication Back Stage, Front of House, Auditorium, Mise en Scene, props, furniture, staging, flats, composite set, naturalism, symbolic