

## Curriculum Map 2023-2024

Subject: Theatre      Key Stage: 3

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content and Knowledge</b></p>	<p><b>An Introduction to Drama</b></p> <p>Students know what our expectations are in Drama. Students understand basic theatre conventions.</p>	<p><b>The Ballad of Charlotte Dymond</b></p> <p>Students will investigate a murder mystery. Students will explore and analyse the motivations of a range of different characters.</p>	<p><b>Arts Alliance</b></p> <p>Students will work collaboratively to perform a script from another country/culture.</p>	<p><b>Silent Movies</b></p> <p>Students will explore the Silent Film era, specifically learning what a silent movie is and how they are different to theatre today.</p>	<p><b>Darkwood Manor</b></p> <p>Students will know what devices can be used to create mood, tension and atmosphere.</p>	<p><b>Storytelling</b></p> <p>Students will discover interesting ways to engage their audience primarily through the use of voice to begin with and then physicality.</p>
<p><b>Skills</b></p>	<p>Students will be able to use the following drama conventions in performance including: still image, freeze frames, thought tracking, narration, mime. Students will be able to create</p>	<p>Students will be able to use the following drama conventions in performance: still images, thought tracking, hot seating, flashbacks, choral speech. Students will be able to create</p>	<p>Students will be able to use the following drama conventions: still image, thought tracking, projection, characterisation, narration, body language, vocal skills. Students will be able to create</p>	<p>Students will know how to use Silent Film conventions such as slapstick, mime, stereotypes and exaggeration to keep their audience entertained.</p>	<p>Students will know how to build tension through the use of light, sound and staging techniques. Students will know how to use their voice and physicality to create mood and atmosphere.</p>	<p>Students will know how to effectively structure a story. Students will know how to effectively engage the audience through their vocal skills. Students will know how to effectively use their bodies as props. Students will be</p>

	sustainable and believable characters. Students will be able to positively evaluate their peers' work.	engaging characters of different ages.	engaging characters for an audience of their peers.			able to create effective soundscapes.
<b>Key Questions</b>	Why is teamwork so important in Drama? How can we use a still image or thought tracking to find out more information about a character? How can we use narration to introduce us to a story? How can we change our voice and body language to create a character?	How can we effectively question a character to find out more information? How can we create a flashback to find out more information about a character's backstory? How can we effectively investigate a murder using all of the information we've been given?	How can we use 'pause' within your speech to engage your audience? Why is it important to enunciate words carefully? How can we experiment with pace to show a characters' feelings? How can we project so the whole audience can hear us?	Why do we think Silent Movies were still popular even though there are no spoken words? Why is the use of music particularly important in creating comedy?	How can mood and atmosphere be created through different design aspects (lighting, sound, staging, costume, props) How can we use voice to create tension?	How can we effectively engage the audience with our characters? How can we use our bodies to create different objects? How can we add narration to the performance to engage the audience?

<b>Assessment</b>	Collaborative group assessment based on final performance of the half term using Frankenstein as a stimulus.	Collaborative group performance using the poem "The Ballad of Charlotte Dymond".	Whole class performance to Year 7.	Collaborative group performance based on the 'Keystone Kops'.	Collaborative performance that successfully builds atmosphere, mood and tension (use of voice, physicality and timing).	Collaborative performance using the Grimms Tales as a stimuli.
<b>Literacy/numeracy/SMSC/Character</b>	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Cultural appreciation, Literacy	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Literacy
<b>Enrichment opportunities and futures</b>	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Sound effects designer	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Journalist Script writer	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Script writer	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Script writer Film maker Animator	Enrichment: KS 3 Drama Club  Futures: Actor Director Script writer Journalist	Enrichment: KS 3 Drama Club  Futures: Actor Director Script writer Storyteller
<b>Year 8</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content and Knowledge</b>	<b>The Curious Incident of</b>	<b>Pantomime</b>	<b>The Tempest</b>	<b>Masks</b> Students will	<b>Peter Pan - Live Theatre</b>	<b>Commedia Dell'Arte</b>

	<p><b>Physical Theatre</b> Students will understand different techniques used, such as body as a prop, exaggeration and the physical scale.</p>	<p>Students will understand the origins of Pantomime. Students will understand and apply the basic conventions of Pantomime.</p>	<p>Students will understand the story of the Tempest, including the importance of the backstory. Students will understand how to perform using Shakespearean language.</p>	<p>explore Trestle Mask skills and character archetypes. They will understand the importance of visual storytelling.</p>	<p><b>Evaluation</b> Students will evaluate the performance skills successfully employed by the actors during key moments in the play.</p>	<p>Students will understand the conventions of Commedia Dell'Arte. They will explore the style of theatre, including stock characters and traditional plots and themes.</p>
<p><b>Skills</b></p>	<p>Students will know how to construct a piece of Physical Theatre, recognising that this style does not just encompass dance and drama, but instead how we use our bodies to create characters/objects. Students will be able to effectively explore</p>	<p>Students will use exaggeration to create a range of Pantomime archetypes. Students will be able to adapt their use of language, vocal and physical skills for a younger audience. Students will be able to encourage audience participation.</p>	<p>Students will use soundscapes to create specific atmospheres. Students will explore how to effectively perform lines of Shakespearean text. Students will be able to use choral speech and physical theatre skills in performance work.</p>	<p>Students will be able to effectively use mime skills. Students will be able to apply the Trestle Mask skills through their performance work.</p>	<p>Students will be able to identify a range of vocal and physical skills used to create a range of characters. Students will be able to evaluate the successes of the performance.</p>	<p>Students will be able to use the character archetypes of Commedia Dell'Arte in performances. They will understand Commedia in the context of theatre history. They will be able to identify key themes in Commedia performances.</p>

	transition movements in performance work.					
<b>Key Question</b>	Why is the term Physical Theatre used to describe more than just a style of theatre? How do we use our bodies to create a range of objects? How do we effectively use transition movements within a scene?	Why do we need to change the language we use to appeal to a younger audience? How do we encourage the audience to participate in our performances? How do we demonstrate the archetypes through our characterisation skills?	Why are the characters trapped on the island? Why do the characters treat each other like they do? How can we create an atmosphere through a soundscape? How can we deliver specific lines of dialogue with clarity and emphasis?	Why do we always need to face forward when performing in a mask? How do we show a character without speaking? Why is exaggeration so important for our characterisation skills?	How did the actor create the character through their body language and vocal skills? How did the actors engage the audience? Why was this a successful performance?	Why is Commedia still relevant today? Why is exaggeration important for engaging an audience? Why is it important to use vocal and physical skills together to create a character?
<b>Assessment</b>	A collaborative Physical Theatre piece using A Curious Incident of the Dog in the Night-Time.	A collaborative Pantomime performance based on a well known fairy tale.	A collaborative piece using lines of Shakespearean text.	A collaborative piece using masked characters as a stimulus.	A live theatre evaluation essay.	A collaborative Commedia performance using character archetypes and traditional Lazzi.
<b>Literacy/numeracy/SMSC/Charact</b>	Collaborative, Confidence, Resilience,	Collaborative, Confidence, Resilience,	Collaborative, Confidence, Resilience,	Collaborative, Confidence, Resilience,	Literacy: writing with clarity and accuracy.	Collaborative, Confidence, Resilience,

<b>er</b>	Tolerance, Initiative, Literacy.	Tolerance, Initiative, Literacy.	Empathy, Tolerance, Initiative, Literacy.	Tolerance, Initiative, Literacy.	Developing personal responses to the play.	Tolerance, Initiative.
<b>Enrichment opportunities and futures</b>	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Dancer Choreographer	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Theatre in Education Facilitator	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Script writer Sound designer Lighting designer	Enrichment: KS 3 Drama Club School Show  Futures: Actor Director Artist Mask maker Stage designer Costume designer	Enrichment: KS 3 Drama Club  Futures: Director Theatre Maker Set designer Lighting designer Theatre critic	Enrichment: KS 3 Drama Club  Futures: Actor Director Script writer Set designer Social activist
<b>Year 9</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content and Knowledge</b>	<b>Introduction to Style and Genre</b> The students will understand a range of different styles and genres throughout the unit, such as dramatic tension melodrama,	<b>Modernising Shakespeare</b> The students will improve their understanding of Shakespeare by modernising the language and setting of Much Ado About Nothing to explore its	<b>Putting on a Play</b> The students will be introduced to the technical sides of theatre from staging types, SFX (sound effects, directorial skills and costume design.	<b>Knee High Hansel and Gretel</b> Students will take a practitioner-focused approach to performing a script. They will learn Knee High's style and apply this to a given script.	<b>Practitioners</b> Students will explore a diverse range of practitioners and their approach to theatre; including companies such as Talawa and Tara Arts.	<b>Devising Project</b> Students will be given stimuli and use the skills gained throughout the year to create their own devised performance. Each lesson will guide them in scene creation, culminating in a completed performance of

	devising and scripted performances	relevance to a contemporary audience.				their design.
<b>Skills</b>	The students will understand how to communicate an effective character using different styles and techniques. They will also apply elements such as dramatic tension to engage the audience in a specific way.	The students will be able to analyse and interpret language and creatively problem solve. They will also be able to use stage space, physical and vocal skills to perform a script.	The students will develop their knowledge of the backstage roles in theatre and use staging and design skills to create a performance.	Students will use physical theatre and exaggeration to create a high energy performance. They will be able to emulate a practitioner's style using their vocal and physical skills.	Students will use their analysis skills and creativity to create performances in the style of given practitioners.	Students will use their physical and vocal theatrical skills, as well as their analysis and creativity.
<b>Key Questions</b>	What is meant by style? What is meant by genre? How do we create tension for an audience? How do we create an effective character to engage the audience? How	What is important when modernising a play? How can we make sure audiences are engaged? How can we use our creativity to understand and perform Shakespeare?	What does a director do? How does the different staging type used affect the performance? How are sound effects created? What skills does a costume/sound/	What is Knee High's style? Why do we still use fairy tales as stimuli? How does adaptation help when creating a theatrical style?	What is a practitioner? How do different approaches to theatre create engaging performances? What skills are required to create performance in a given style?	What is an intention for a piece of theatre? How can you apply prior knowledge to a creative problem? What makes a good piece of theatre?

	do we turn a script on a page to a performance? How do we devise a performance?		set designer need?			
<b>Assessment</b>	A collaborative devised performance piece.	A collaborative, self-scripted performance piece.	A collaborative scripted performance project where the students are given a design/director/performer role.	A collaborative scripted performance.	A collaborative devised performance.	A collaborative devised performance.
<b>Literacy/numeracy/SMSC/Character</b>	Collaboration, Confidence, Resilience, Tolerance, Initiative, Use of scripts.	Collaboration, Confidence, Resilience, Tolerance, Initiative, Use of scripts, Creativity	Collaboration, Confidence, Resilience, Tolerance, Initiative, Use of scripts.	Collaboration, Confidence, Resilience, Tolerance, Initiative, Use of scripts.	Collaboration, Confidence, Resilience	Collaboration, Confidence, Resilience, Tolerance, Initiative
<b>Enrichment opportunities and futures</b>	Enrichment: KS3 Drama Club School Show  Futures: Actor Director	Enrichment: KS3 Drama Club School Show  Futures: Actor Director	Enrichment: KS3 Drama Club School Show  Futures: Actor Director	Enrichment: KS3 Drama Club School Show  Futures: Actor Director Dramaturg	Enrichment: KS3 Drama Club School Show  Futures: Actor Director Dramaturg	Enrichment: KS3 Drama Club School Show  Futures: Actor Director Dramaturg



	Script writer	Script writer Theatre Maker Set designer Lighting designer Costume designer Sound designer Theatre critic	Script writer Theatre Maker Set designer Lighting designer Costume designer Sound designer Theatre critic		Theatre practitioner	Theatre practitioner Script writer Theatre Maker Set designer Lighting designer Costume designer Sound designer Theatre critic
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