

Hobart High School Key Stage 3 Curriculum Map – Year 7

Department: Drama

| | Unit, Topic or Summary of work covered | Knowledge & Skills Developed | Assessment | Personal Development |
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| Autumn 1 | Drama skills and strategies | <ul style="list-style-type: none"> Students will understand how to use and develop a variety of explorative strategies (still image, narration, and thought-tracking, hot-seating, role play, cross-cutting) and how to implement them in their own performance work successfully. They will develop team work skills to aid with the natural collaborative involvement required to be successful in Drama. | DNA 1 - hot-seating with a focus on use of questions and answering in role (literacy focus). | Family: understanding different family demographics. |
| Autumn 2 | Drama skills and strategies <i>(N.B. due to the once fortnightly lesson structure of KS3 Drama, schemes will run across an entire term to allow them to be fully explored)</i> | <ul style="list-style-type: none"> Students will apply knowledge and understanding when making, performing and responding to drama. | Summative 1 - Performance demonstrating use of strategies covered in this unit. | |
| Spring 1 | Theatre History | <p>Students will gain the following knowledge/skills during this scheme:</p> <ul style="list-style-type: none"> An awareness of the first forms of drama Turning rituals into drama Understanding the importance of Greek theatre within drama history Have used example scenarios to create their own commedia dell'arte scenes and characters Reflected on Shakespeare's influence on modern drama | DNA 2 – Commedia dell'arte performances. | <p>Global theatre.</p> <p>Cultural capital: heritage texts.</p> |

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| Spring 2 | Theatre History | <p>Engage with a variety of different genres of drama.</p> <ul style="list-style-type: none"> • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. • Develop a range of theatrical skills, and apply them to create performance. | | |
| Summer 1 | Shakespeare in Performance | <ul style="list-style-type: none"> • The aim of this scheme of work is to allow students to explore several different Shakespeare plays in an interesting and practical way. • Students will understand how Shakespeare should be explored practically, and how conventions can be used to enhance the language. • Students will become more confident when exploring Shakespeare's language in performance. • It will build upon work begun in the Spring scheme of work where students explored Elizabethan Theatre and what it was like to be a member of the audience in this era. | DNA 3 - consolidate knowledge and skills by creating a performance inspired by one of Shakespeare's plays explored during this unit. | <p>DICE: Society, class and diversity through exploration of play extracts.</p> <p>Cultural capital: heritage texts</p> |
| Summer 2 | Shakespeare in Performance | <ul style="list-style-type: none"> • Work collaboratively to generate, develop and communicate ideas. • Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. | Summative 2 - end of year 7 test. | |

Hobart High School Key Stage 3 Curriculum Map – Year 8



Department: Drama

| | Unit, Topic or Summary of work covered | Knowledge & Skills Developed | Assessment | Personal Development |
|-----------------|--|---|--|--|
| Autumn 1 | 'Animal Farm' | <ul style="list-style-type: none"> This unit will introduce students to a variety of roles and responsibilities in the theatre including sound, lighting and puppet design. Characterisation skills will be developed and explored in a creative way through students taking on the role of the animals. Students will explore elements of Epic Theatre and therefore begin to develop an understanding of the work of Brecht. | DNA 1 – puppet design for a character from 'Animal Farm.' | Careers: roles and responsibilities within the theatre. |
| Autumn 2 | 'Animal Farm' | <ul style="list-style-type: none"> Apply knowledge and understanding when making, performing and responding to drama. Reflect on and evaluate their own work and that of others, both verbally and through written tasks. | Summative 1 - component 1, section B question 3 exam style question on final scene from 'Animal Farm' | |
| Spring 1 | Texts in Performance: Grimm Tales | <ul style="list-style-type: none"> Students will develop their ability to read and perform from a text, understanding the playwright's intentions and how to portray this in performance. They will explore a collection of short plays from 'Grimm Tales' by Carol Ann Duffy and Tim Supple and look at how to present these creatively Students will continue to develop an understanding of Brechtian techniques as | DNA 2 – Performance of an extract from one of the Grimm Tales | <p>DICE: challenging stereotypes, diversity of charters</p> <p>Society: perceptions of</p> |

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| | | <p>further elements of Epic Theatre will be explored during this scheme.</p> <ul style="list-style-type: none"> Students will be given the opportunity to take on the role of a performer or a director. Lessons will focus heavily on characterisation skills by exploring vocal and physical development. | | |
| Spring 2 | Texts in Performance: Grimm Tales | <ul style="list-style-type: none"> Work collaboratively to generate, develop and communicate ideas. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Engage with a variety of different genres of drama. | | |
| Summer 1 | Devising: Grimm's Fairy Tales and Brecht | <ul style="list-style-type: none"> Students will be introduced to a variety of elements of Epic Theatre and apply these to performance work. An understanding and appreciation of the practitioner Bertolt Brecht will be developed. Students will build on the work explored in the Spring term and use these Grimm Tales as stimulus for creating their own take of a fairy tale or nursery rhyme, using elements of Epic Theatre in their performance. | DNA 3 –devised performance work of their own take on a fairy tale/nursery rhyme using Brechtian techniques. | DICE: Students will for understand how practitioners helped shape theatre for societal improvement. |
| Summer 2 | Devising: Grimm's Fairy Tales and Brecht | <ul style="list-style-type: none"> Work collaboratively to generate, develop and communicate ideas. Apply knowledge and understanding when making, performing and responding to drama. Reflect on and evaluate their own work and that of others, both verbally and through written tasks. | Summative 2- end of Brecht unit written evaluation of skills and content | |

Hobart High School Key Stage 3 Curriculum Map – Year 9



Department: Drama

| | Unit, Topic or Summary of work covered | Knowledge & Skills Developed | Assessment | Personal Development |
|-----------------|---|--|---|--|
| Autumn 1 | The Curious Incident of the Dog in the Night-Time | <ul style="list-style-type: none"> Students will be introduced to key extracts from the play and explore these through physical theatre, whilst learning some key strategies from Frantic Assembly. They will continue to develop strategies including cross-cutting and hot-seating, and use this to inform the creation of role on the wall. They will develop an understanding of what it is like for young people on the autistic spectrum. They will show understanding of the main events through the presentation of a montage of still images. | DNA 1 – physical theatre assessment. | DICE: neurodiversity |
| Autumn 2 | The Curious Incident of the Dog in the Night-Time | <ul style="list-style-type: none"> Work collaboratively to generate, develop and communicate ideas. Apply knowledge and understanding when making, performing and responding to drama. Reflect on and evaluate their own work and that of others, both verbally and through written tasks. | Summative 1 - 'Curious Incident...' key moments still Images | Careers: Becoming a theatre company/understanding the different roles in Frantic Assembly. |

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| Spring 1 | Verbatim: Climate Change | <ul style="list-style-type: none"> Students will engage in documentary theatre in which the words of people involved in an event, are used and recreated in performance to express personal views and perspectives. Students will explore throughout the lessons the following techniques: verbatim, monologues, duologues, documentary, cross cutting, evaluation. They will present a range of views and voices in their final performance using cross-cutting to demonstrate this. | DNA 2 – performance of their own verbatim piece on Climate Change, using cross-cutting to explore different viewpoints. | DICE: stimulus material will explore a variety of views from different people. |
| Spring 2 | Verbatim: Climate Change | <ul style="list-style-type: none"> Work collaboratively to generate, develop and communicate ideas. Apply knowledge and understanding when making, performing and responding to drama. Reflect on and evaluate their own work and that of others, both verbally and through written tasks. Understand key conventions of Verbatim theatre. | | |
| Summer 1 | Noughts and Crosses | <ul style="list-style-type: none"> Develop an understanding of the entire plot. Focus on key scenes and develop performance skills. Explore and answer exam questions linked to Section B of the written exam: understanding Drama. | DNA 3 - performance focusing on crosscutting of scenes 26,27 and 28 | DICE: Exploration of prejudice and racial discrimination, with links to events in black history to provide context. |
| Summer 2 | Noughts and Crosses | <ul style="list-style-type: none"> Work collaboratively to generate, develop and communicate ideas. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Understand key conventions of Epic Theatre. | Summative 2 - Noughts and Crosses exam questions: Component 1, section B questions 1 and 2 | |

