

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
Autumn 1	Introduction to Drama	<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. 	Role-play of a family holiday with the aim of including as many of the strategies covered in the unit.	Family: understanding different family demographics.
Autumn 2	Introduction to Drama <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. 		
Spring 1	Save the Planet!	<ul style="list-style-type: none"> Students will build on their learning from term 1 by developing improvisation, vocal and movement skills. Students will explore environmental issues through studying speech transcripts, newspaper articles, video clips and extracts from the play 'Einstein's Underpants,' and develop an educational performance with the purpose of informing people on how we can all help to save the planet. Students will develop their characterisation skills, and use the Stanislavskian method of role-on the wall, the magic if and the give circumstance to aid with this. 	A TiE performance for primary school students, educating them on how we can help to protect the planet. Peer verbal evaluation will also form part of the assessment.	<p>Environmental and political understanding: impact that we as humans are having on the environment and the power that politicians have to change this.</p> <p>Careers: Theatre in Education performance groups.</p>

Spring 2	Save the Planet!	<ul style="list-style-type: none"> • Understand the conventions of TIE. 		
Summer 1	Comedy	<ul style="list-style-type: none"> • Students will explore the dramatic genre of comedy, including slapstick and satire. • Elements of physical theatre and physicality will be incorporated into this scheme as well as the basics of commedia dell'arte. • Students will also explore extracts of comic plays such as 'Our Day Out' and 'A Midsummer Night's Dream' so they are introduced to playwrights' ideas and comic characters. 	Performance of Act 1, Scene 2 of 'A Midsummer's Night Dream,' where the Rude Mechanicals meet to be assigned their roles. Focus on bombast and character interaction. Verbal and written evaluation should follow to form part of the assessment.	Society and class through the study of 'Our Day Out.' History through the study of 'A Midsummer Night's Dream.'
Summer 2	Comedy	<ul style="list-style-type: none"> • Develop a range of theatrical skills, and apply them to create performance. • 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. 		

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	Witchcraft	<ul style="list-style-type: none"> This unit will explore attitudes to witchcraft through history and will use a combination of extracts from 'Macbeth' and 'The Crucible.' To further explore the Salem Witchcraft Trials, students will devise work and use a variety of strategies to aid with this. Forum theatre will be used to decide the outcome of a trial. 	Talk show style whole-class performance of 'The Trial.' Each student to be given a character card and to play that role to portray the Salem witchcraft trials. Peer assessment sheets to also be completed.	<p>History – Salem witch trials.</p> <p>Society/culture: our treatment of those who are deemed to be different to societal norms.</p>
Autumn 2	Witchcraft	<ul style="list-style-type: none"> Engage with a variety of different genres of drama. Work collaboratively to generate, develop and communicate ideas. Apply knowledge and understanding when making, performing and responding to drama. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. 		
Spring 1	Exploring Shakespeare	<ul style="list-style-type: none"> All three genres of Shakespearian plays will be explored: comedy, tragedy and history through a series of extracts. Students will be introduced to a variety of Shakespearian characters and plots. 	Students select one of the extracts they have explored during the unit to develop and perform. To explore the different roles in the theatre, there is the option of one costume	Careers: costume and set designers, stage management

		<ul style="list-style-type: none"> For the assessed task, students will choose one of the extracts we have explored and develop it for performance. They will also consider costume design and staging for their performance. 	designer per group who will present a portfolio.	<p>History: Elizabethan theatre.</p> <p>Social: the class divide</p>
Spring 2	Exploring Shakespeare	<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. Offer constructive criticism and praise when commenting on the work of others, to aid the development of performance work. 		
Summer 1	'Chicken' by Mark Wheeller	<ul style="list-style-type: none"> Students will learn Boal's performance style of forum theatre and understand how it can be used to problem solve. They will study key extracts, focusing on plot development and character interaction. Other stimulus material linked to the theme of road safety will be interwoven with the play to enable students to explore verbatim theatre and develop their TiE skills from Year 7. 	Forum theatre performance of one scene from a choice of selected scenes, alongside road safety posters.	<p>Keeping themselves safe – road safety awareness</p> <p>Careers: becoming a director.</p>
Summer 2	'Chicken' by Mark Wheeller	<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. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. 		

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	WW1	<ul style="list-style-type: none"> Students will respond to a variety of different stimuli such as poems, propaganda, war photographs, letters and play scripts to explore different attitudes and emotions linked to WWI. The text they will explore will either be 'Journey's End' or 'Private Peaceful' depending on ability. They will use a variety of strategies to help aid their understanding of this unit of work. 	Duologue of an extract from a play based upon WW1 – 'Journeys End' for HAP, 'Private Peaceful' for MAP and LAP.	History: WW1 Politics: Propaganda
Autumn 2	WW1	<ul style="list-style-type: none"> Create drama from a variety of stimulus material. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Reflect on and evaluate their own work and that of others, both verbally and through written tasks. Offer constructive criticism and praise when commenting on the work of others, to aid the development of performance work. Work collaboratively to generate, develop and communicate ideas. 		
Spring 1	Commedia dell'arte and physical theatre	<ul style="list-style-type: none"> Students will gain a knowledge of the stock characters of commedia dell'arte and carry out performance work as these characters. 	Frantic Assembly style chair duets to a song of their choice.	Social: key themes such as friendship and bullying through assessment task.

		<ul style="list-style-type: none"> • They will experiment with the use of masks; a key element of the genre. • Following on from this, they will explore the use of physical theatre including status, levels of tension, gestus, body language and manipulating physicality. • An assessment task focusing on Frantic Assembly's use of physical movement will complete the unit. 		Careers: Becoming a theatre company/understanding the different roles in Frantic Assembly.
Spring 2	Commedia dell'arte and physical theatre	<ul style="list-style-type: none"> • Understand the main ideas of Drama practitioners and implement these in their own performance work. • Reflect on and evaluate their own work and that of others, both verbally and through written tasks. • Engage with a variety of different genres of drama. • Develop a range of theatrical skills, and apply them to create performance. 		
Summer 1	'Macbeth'	<ul style="list-style-type: none"> • Students will develop their knowledge of Shakespeare's tragedy genre through a whole play study. • They will develop their characterisation skills. • They will develop an understanding of Shakespearian performance skills such as how to deliver antithesis and soliloquys effectively. 	Performance of Lady Macbeth sleepwalking, with thought tracking of the Maid and Doctor. Extended written evaluation.	<p>History: the Elizabethan theatre/</p> <p>Equal rights: the treatment of women in the Shakespearian era compared to today.</p> <p>Mental health: character exploration of Lady Macbeth.</p>
Summer 2	'Macbeth'	<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. 		

		<ul style="list-style-type: none">• Reflect on and evaluate their own work and that of others, both verbally and through written tasks.• Offer constructive criticism and praise when commenting on the work of others, to aid the development of performance work.• Work collaboratively to generate, develop and communicate ideas.		
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