

## 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	Drama skills and strategies	<ul style="list-style-type: none"> <li>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.</li> <li>They will develop team work skills to aid with the natural collaborative involvement required to be successful in Drama.</li> </ul>	<b>DNA 1 - hot-seating with a focus on use of questions and answering in role (literacy focus).</b>	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"> <li>Students will apply knowledge and understanding when making, performing and responding to drama.</li> </ul>	<b>Summative 1 - Performance demonstrating use of strategies covered in this unit.</b>	
Spring 1	Theatre History	<p>Students will gain the following knowledge/skills during this scheme:</p> <ul style="list-style-type: none"> <li>An awareness of the first forms of drama</li> <li>Turning rituals into drama</li> <li>Understanding the importance of Greek theatre within drama history</li> <li>Have used example scenarios to create their own commedia dell'arte scenes and characters</li> <li>Reflected on Shakespeare's influence on modern drama</li> <li>Thought about how more absurdist texts have contributed to today's modern theatre</li> </ul>	<b>DNA 2 – Commedia dell'arte performances.</b>	<p>Global theatre.</p> <p>Cultural capital: heritage texts.</p>

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

## 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"> <li>This unit will introduce students to a variety of roles and responsibilities in the theatre including sound, lighting and puppet design.</li> <li>Characterisation skills will be developed and explored in a creative way through students taking on the role of the animals.</li> <li>Students will explore elements of Epic Theatre and therefore begin to develop an understanding of the work of Brecht.</li> </ul>	<b>DNA 1 – puppet design for a character from 'Animal Farm.'</b>	Careers: roles and responsibilities within the theatre.
Autumn 2	'Animal Farm'	<ul style="list-style-type: none"> <li>Apply knowledge and understanding when making, performing and responding to drama.</li> <li>Reflect on and evaluate their own work and that of others, both verbally and through written tasks.</li> </ul>	<b>Summative 1 - component 1, section B question 3 exam style question on final scene from 'Animal Farm'</b>	
Spring 1	Heroes	<ul style="list-style-type: none"> <li>Students will develop devising skills in response to stimulus materials and use this material to help craft their own performance work.</li> <li>This unit will further build on the Autumn scheme of work as students can opt for a design task in assessment, to support performers.</li> <li>Students will continue to develop an understanding of Brechtian techniques as</li> </ul>	<b>DNA 2 - devised performance showcasing the achievements of a hero, or design element to support the performance e.g. costume, set design etc. and written evaluation of their performance (literacy focus).</b>	<p>DICE: students will explore a variety of heroic figures from different cultures e.g. Martin Luther King, Malala Yousafrazi.</p> <p>Society: perceptions of modern day heroes.</p>

		further elements of Epic Theatre will be explored during this scheme.		
<b>Spring 2</b>	Heroes	<ul style="list-style-type: none"> <li>• Work collaboratively to generate, develop and communicate ideas.</li> <li>• Apply knowledge and understanding when making, performing and responding to drama.</li> <li>• Reflect on and evaluate their own work and that of others, both verbally and through written tasks.</li> <li>•</li> </ul>		
<b>Summer 1</b>	Windrush	<ul style="list-style-type: none"> <li>• Students will study a variety of stimulus material about the Windrush generation and their experiences of coming to England, including extracts from Small Island, Windrush Child, news reports, diary accounts, and begin to explore Verbatim theatre.</li> <li>• They will look at the contrast of expectation and reality through strategies such as role play, and use techniques such as conscience alley and forest to explore the attitudes towards black migrants.</li> <li>• Students will focus on characterisation and develop the role of a Windrush child, culminating in an assessed performance of their experience of arriving in England.</li> </ul>	<b>DNA 3 -performance of thought-tracking/narrative scene of experiences of Windrush children arriving in England</b>	DICE: Students will develop an understanding of key events in Black British history.
<b>Summer 2</b>	Windrush	<ul style="list-style-type: none"> <li>• Work collaboratively to generate, develop and communicate ideas.</li> <li>• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</li> <li>• Engage with a variety of different genres of drama.</li> </ul>	<b>Summative 2- end of Windrush unit written evaluation of skills and content</b>	

## 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
<b>Autumn 1</b>	The Curious Incident of the Dog in the Night-Time	<ul style="list-style-type: none"> <li>Students will be introduced to key extracts from the play and explore these through physical theatre, whilst learning some key strategies from Frantic Assembly.</li> <li>They will continue to develop strategies including cross-cutting and hot-seating, and use this to inform the creation of role on the wall.</li> <li>They will develop an understanding of what it is like for young people on the autistic spectrum.</li> <li>They will show understanding of the main events through the presentation of a montage of still images.</li> </ul>	<b>DNA 1 - chair duets to symbolise one of Christopher's relationships with written evaluation (literacy focus)</b>	DICE: neurodiversity
<b>Autumn 2</b>	The Curious Incident of the Dog in the Night-Time	<ul style="list-style-type: none"> <li>Work collaboratively to generate, develop and communicate ideas.</li> <li>Apply knowledge and understanding when making, performing and responding to drama.</li> <li>Reflect on and evaluate their own work and that of others, both verbally and through written tasks.</li> </ul>	<b>Summative 1 - 'Curious Incident...' key moments still Images</b>	Careers: Becoming a theatre company/understanding the different roles in Frantic Assembly.

Spring 1	Devising – Know thy neighbour	<ul style="list-style-type: none"> <li>• Develop and structure ideas for a piece of devised drama based on the theme of ‘Community.’</li> <li>• Explore ways to combine pieces of script with their own improvisations.</li> <li>• Build on skills introduced in Year 8 by experimenting with using Verbatim Theatre within their work.</li> </ul>	DNA 2 – performance of their own piece entitled ‘Community,’ with an aim to include Verbatim Theatre	DICE: stimulus material will promote inclusivity
Spring 2	Devising – Know thy neighbour	<ul style="list-style-type: none"> <li>• Work collaboratively to generate, develop and communicate ideas.</li> <li>• Apply knowledge and understanding when making, performing and responding to drama.</li> </ul>		
Summer 1	Noughts and Crosses	<ul style="list-style-type: none"> <li>• Develop an understanding of the entire plot.</li> <li>• Focus on key scenes and develop performance skills.</li> <li>• Explore and answer exam questions linked to Section B of the written exam: understanding Drama.</li> </ul>	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"> <li>• Work collaboratively to generate, develop and communicate ideas.</li> <li>• Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</li> </ul>	Summative 2 - Noughts and Crosses exam questions: Component 1, section B questions 1 and 2	