

# Culcheth High School Key Stage 3 Curriculum Map 2020 - 2021

Drama Year 7



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Concepts	Putting on a Show Responding to working with a set stimulus – exploring performance support	Putting on a Show Responding to working with a set stimulus – exploring performance support	Performance Support in the Theatre Industry – Musical Theatre	Performance Support in the Theatre Industry – Musical Theatre	Pantomime	Pantomime
Themes	Enterprise project to educate students on the theatre industry and how a professional show is taken from concept, to page, to stage	As Autumn term 1	Musical Theatre theme 'Hamilton'  Historical links – Founding Fathers of America. Music subject links	As Spring Term 1	Development of performance skills linked to mime an over-exaggeration. Classroom-based work to explore the topic and genre	As Summer Term 1
Writing Whole school literacy focus	Literacy through character work and spoken dialogue, and subject-specific terminology linked to theatre roles and responsibilities. Performance support elements explored such as Costume, Lighting Design, Set Design	Literacy through character work and spoken dialogue, and subject-specific terminology linked to specific theatre roles and responsibilities. Performance support elements explored such as Costume, Lighting Design, Set Design	Literacy through music and lyrics, poetry and spoken dialogue, and subject-specific terminology. Performance support elements explored such as Costume, Lighting Design, Set Design	Literacy through music and lyrics, poetry and spoken dialogue, and subject-specific terminology. Performance support elements explored such as Costume, Lighting Design, Set Design	Development of practical and character work. Literacy through character work and spoken dialogue, and subject-specific terminology. Focus on verbal recall and oracy in lessons to develop vocab and enhance literacy skills	Further development of practical and character work. Literacy through character work and spoken dialogue, and subject-specific terminology. Focus on verbal recall and oracy in lessons to develop vocab and enhance literacy skills

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<p>Spiritual, Moral, Social and Cultural theme (SMSC) Fundamental British Values</p>	<p>Promoting teamwork and cooperation skills, interpretation of set materials, links to other cultures (through chosen musicals) within storytelling and devising of own theatre production.</p>	<p>Promoting teamwork and cooperation skills, interpretation of set materials, links to other cultures (through chosen musicals) within storytelling and devising of own theatre production</p>	<p>Knowledge and understanding of historical events and its impact on the world. Collaborative working and discussions, creative thinking through design concepts</p>	<p>Focus on collaborative working and storytelling using non-verbal communication and creative thinking through design concepts. Creativity is encouraged through the exploration of the topic and characters</p>	<p>Developing knowledge of stereotypes and gender roles within performance and the traditions of Pantomime as a performance style, and how to challenge stereotypes. Identify how society and attitudes have changed in theatre over time</p>	<p>Developing knowledge of stereotypes and gender roles within performance and the traditions of Pantomime as a performance style, and how to challenge stereotypes. Identify how society and attitudes have changed in theatre over time</p>
<p>Key Assessment Focuses, Suggested Assessments and Feedback Week</p>	<p>Teacher assessment based on QMA mark scheme and peer/self-assessment regularly. Design concepts marked based on criteria and skills used by AQA</p>	<p>Teacher assessment based on QMA mark scheme and peer/self-assessment regularly. Design concepts marked based on criteria and skills used by AQA</p>	<p>Assessment of performance/performance support skills and key performance concepts. End of project/interim assessment mark given as part of QMA assessment calendar</p>	<p>Assessment of performance/performance support skills and key performance concepts. End of project/interim assessment mark given as part of QMA assessment calendar</p>	<p>Assessment of performance/performance support skills and key performance concepts. End of project/interim assessment mark given as part of QMA assessment calendar</p>	<p>Assessment of performance/performance support skills and key performance concepts. End of project/interim assessment mark given as part of QMA assessment calendar</p>

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<p>Special Events</p>	<p>Possible involvement in production (on or off stage crews to develop skills)</p> <p>Musical Theatre Group perform 'open rehearsal' at Open Evening</p>	<p>School production performed before Christmas. Students can be involved as a performer, creative team or in the tech team.</p> <p>Musical Theatre Group perform in Christmas assembly and at Senior Citizens Christmas Party</p>			<p>Students in all years are invited to audition for next school production</p>	<p>Musical Theatre Group rehearses and performs at Celebration Evening and final assembly.</p> <p>Possible collaborative work with Matseliso High School students during Biennial exchange visit</p>
<p>Possible Visits</p>						

Students work on a fortnightly rotation so one unit takes a term to complete due to one lesson every two weeks.