

## Roundwood Park School Curriculum Map – DRAMA (YR7)

*A curriculum that stimulates curiosity, values diversity and offers challenge.*

*We help every student to love learning for life, to follow their passions and to reach their full potential.*

Year Group 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Baseline test project Tv and Film form		Haunted Lift Voice works		Greek theatre	Childhood Exam and extension work
Key Knowledge or Enquiry Question	Baseline assessment Introduction to drama and group work. Understanding still image Understanding Role play Understanding the use of Montage Creating traditional TV adverts Creating Movie Trailers Extended assessment		Vocal awareness – the air pressure and vibratory system The resonators and articulators Applying the biology Creating performance from a poem Exploring backstories and characterisation Using Memory alley Introducing teacher in role Telling a story through soundscape Extended assessment		Introduction Greek theatre and the 3 unities. Understanding Chorus and the voice of the community Understanding the use of choral movement Real time verses reported action Understanding the tragic hero Extended assessment	Response and reaction to images of childhood. Planning and constructing ideas in response Rehearsing and Developing ideas Performance and Evaluation of Ideas.
Concepts  Key Vocabulary  ASPIRE Habits	Design – Sound 1 Mood and Atmosphere, Music, style/era, Tone, Volume, Timing, SFX  <i>Directing - Freeze, Role play, Montage, Narration, Target audience</i> <i>Performance Skills— Pitch, Volume, Pause, Body language, Facial expression, Eye contact</i>  ASPIRE—RESPONSIBLE LEARNERS  <i>Cult. Cap. focus — Why do I respond to cinema and TV the way I do?</i>		Design – Lighting 1 B/out, framing, Setting, Crossfade, Setting, Audience focus, warm/cold  <i>Directing - Morphing image, Hot seating, Soundscape, Thought Track, Flashback, Memory Alley, Abstract storytelling</i> <i>Performance Skills— Voice: Anatomy, and technique Pace, Emphasis, Tone, Articulation, voice for other purposes</i> <i>Movement: Gesture, Posture, Body as a prop, Technique, Proxemics, Cues</i>  ASPIRE—REFLECTIVE AND RESILIENT LEARNERS  <i>Cult. Cap. focus — What are my and my classmates' feelings about what happens after life?</i>		Design –Staging and set 1 Entrances/exits, Space and levels, projection, props and stage furniture. <i>Directing - Structure, plot/subplot, Chorus, Dialogue, 3 unities, Classic form</i>  <i>Performance Skills— Clarity, Diction, Accent, Energy, Stance</i>  ASPIRE—RESOURCEFUL LEARNERS  <i>Cult. Cap. focus — What influences have ancient Greece had on western culture?</i>	Design – Costume 1 Period /age, gender, occupation, costume props, garments <i>Directing - Spontaneous/Rehearsed improv, Time management, Leading and following</i>  ASPIRE—RESILIENT LEARNERS  <i>Cult. Cap. focus — What happens to the dreams we have as children? Do they differ from those of adults?</i>
Reading Opportunities	Watch Screenplays on YouTube for the film Little Miss Sunshine		Daniel Lockwood – The Haunted lift		Watch the National theatre YouTube channel programmes about masks with the subtitles turned on.	Find a book from the library about children and their lives from different eras in time