

DRAMA  
SUBJECT OVERVIEW MAP

Year 7	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1 <i>Introduction to Drama</i>	<b>Introduction to drama through basic techniques and skills</b> <ul style="list-style-type: none"> <li>• Still Images</li> <li>• Thought track</li> <li>• Narration</li> <li>• Blocking</li> <li>• Theatrical Discipline</li> <li>• Neutral Position</li> <li>• Characterisation Skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – Collaboration</li> <li>✓ Group performances</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group performance of techniques and skills learnt.               <ul style="list-style-type: none"> <li>- Still Images</li> <li>- Narration</li> <li>- Thought Track</li> <li>- Theatrical Discipline</li> </ul> </li> <li><input type="checkbox"/> Verbal Feedback</li> </ul>
Half-term 2 <i>Theatrical Genres: Greek Theatre</i>	<b>Theatrical Genre of Greek Theatre</b> <ul style="list-style-type: none"> <li>• Choral Speech</li> <li>• Movement in Unison</li> <li>• Greek Chorus</li> <li>• Working as an ensemble</li> <li>• Conscience Alley</li> <li>• Greek Myths</li> <li>• Personification</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of working as an ensemble</li> <li>✓ Group performances</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Performance exploring Greek Theatre techniques using ‘Pandora’s Box’ as a stimulus</li> <li><input type="checkbox"/> Verbal Feedback</li> </ul>

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<p>Half-term 3</p> <p><i>Approaches to Text</i></p>	<p><b>Introduction to approaches to working with a script</b></p> <ul style="list-style-type: none"> <li>• Given Circumstances</li> <li>• Characterisation Skills</li> <li>• Stage Positions</li> <li>• Blocking</li> <li>• Key Features of a Text</li> <li>• Stage Directions</li> <li>• Off-text</li> <li>• Character Profiles</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of working as an ensemble</li> <li>✓ Group performances</li> <li>✓ Evaluation through verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scripted group performance using substantive knowledge learnt throughout the half term <ul style="list-style-type: none"> <li>- Characterisation Skills</li> <li>- Stage Directions</li> <li>- Stage Positions</li> <li>- Blocking</li> </ul> </li> <li><input type="checkbox"/> Verbal and written Feedback</li> <li><input type="checkbox"/> Written Assessment based around knowledge of drama throughout first 3 Half-Terms.</li> </ul>
<p>Half-term 4</p> <p><i>Physical Theatre</i></p>	<p><b>Theatrical Genre of Physical Theatre</b></p> <ul style="list-style-type: none"> <li>• Body Awareness</li> <li>• Controlled Movement</li> <li>• Body as an object</li> <li>• Heightened Physical Skills</li> <li>• Physical tension</li> <li>• Soundscapes</li> <li>• Mime</li> <li>• Movement in Unison</li> <li>• Canon Movement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and how to work as an ensemble to use bodies to tell a story</li> <li>✓ Group performances</li> <li>✓ Evaluation through verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Performance exploring Physical Theatre skills to create a morning routine.</li> <li><input type="checkbox"/> Verbal Peer Feedback</li> </ul>

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<p>Half-term 5</p> <p><i>Devising from a stimulus: Evacuees</i></p>	<p><b>Using a stimulus to explore the journey of an evacuee.</b></p> <ul style="list-style-type: none"> <li>• Devising from a stimulus</li> <li>• Devised Performances</li> <li>• Working with a stimulus</li> <li>• Knowledge of events in Britain during World War Two</li> <li>• Direct Audience Address</li> <li>• Mime</li> <li>• Characterisation Skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and how to devise work based around a stimulus</li> <li>✓ Group performances</li> <li>✓ Evaluation through verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Performance exploring an evacuee's journey during World War Two using a variety of drama techniques and skills learnt throughout the year</li> <li><input type="checkbox"/> Verbal and Written Feedback</li> </ul>
<p>Half-term 6</p> <p><i>Intro to Shakespeare</i></p>	<p><b>Performance Project: Working on own interpretation of a scene from Shakespeare's 'Macbeth'</b></p> <ul style="list-style-type: none"> <li>• Movement in Unison</li> <li>• Choral Speech</li> <li>• Collaboration</li> <li>• Knowledge of Shakespeare and his play 'Macbeth'</li> <li>• Stereotypes</li> <li>• Character Interpretation</li> <li>• Characterisation Skills</li> <li>• Theatrical Discipline</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of working as an ensemble</li> <li>✓ Group performances</li> <li>✓ Evaluation through verbal feedback</li> <li>✓ Self and peer feedback</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group performance using an extract from Shakespeare's 'Macbeth'. Groups will focus on skills and techniques taught this year.</li> <li><input type="checkbox"/> Verbal and written feedback</li> <li><input type="checkbox"/> Written Assessment based round knowledge of drama taught this year</li> </ul>

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Year 8	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1  <i>Storytelling Theatre</i>	<b>Using drama techniques and skills acquired to story tell effectively</b> <ul style="list-style-type: none"> <li>• Theatrical Discipline</li> <li>• Collaboration</li> <li>• Still Image</li> <li>• Narration</li> <li>• Thought-Track</li> <li>• Storytelling for a young audience</li> <li>• Body as an object</li> <li>• Role-play</li> <li>• Choral Speech</li> <li>• Movement in Unison</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of working as an ensemble.</li> <li>✓ Group performances</li> <li>✓ Storytelling to a specific audience</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group storytelling performance of techniques and skills explored to a target audience</li> <li><input type="checkbox"/> Verbal Feedback</li> </ul>
Half-term 2  <i>Pantomime</i>	<b>Exploring the Theatrical Genre of Pantomime</b> <ul style="list-style-type: none"> <li>• Historical background</li> <li>• Performance style</li> <li>• Stock characters</li> <li>• Audience Participation</li> <li>• Cross-Casting</li> <li>• Ad-libbing</li> <li>• Scripted work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying and explaining examples of stock characters within a pantomime</li> <li>✓ Group performances with a focus on performance style</li> <li>✓ Groupwork – collaboration and understanding of the skills within scripted work for a pantomime (ad-libs etc).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group performance based on a specific Pantomime and stock characters</li> <li><input type="checkbox"/> Verbal feedback</li> </ul>

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<p>Half-term 3</p> <p><i>Approaches to Text/Gothic Drama</i></p>	<p><b>How do we move a script from page to stage?</b></p> <ul style="list-style-type: none"> <li>• Learning lines</li> <li>• Reading a script</li> <li>• Rehearsal techniques</li> <li>• Building a character</li> <li>• Direct address</li> <li>• Areas of the stage</li> <li>• Proxemics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of a playwright, director and performers</li> <li>✓ Group performances</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> <li>✓ Debate, selecting the most appropriate ideas</li> <li>✓ Annotating a script in rehearsal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scripted group performance using substantive knowledge learnt throughout the half term</li> <li><input type="checkbox"/> Verbal and written Feedback</li> <li><input type="checkbox"/> Written Assessment</li> </ul>
<p>Half-term 4</p> <p><i>Theatrical Genre: Melodrama</i></p>	<p><b>Exploring the Theatrical Genre of Melodrama</b></p> <ul style="list-style-type: none"> <li>• Stock Characters</li> <li>• Loop Dialogue</li> <li>• Exaggerated Movement</li> <li>• Heightened Characters</li> <li>• Slapstick Comedy</li> <li>• Marking the moment</li> <li>• Stage Combat</li> <li>• Devising a routine</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifying and explaining examples of stock characters within a melodrama</li> <li>✓ Group performances with a focus on theatrical genre</li> <li>✓ Groupwork – collaboration and understanding of the skills within scripted work for melodrama, including heightened characters and exaggerated movement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group performance based on a melodramatic routine and stock characters</li> <li><input type="checkbox"/> Verbal feedback</li> </ul>
<p>Half-term 5</p> <p><i>Devising from a stimulus</i></p>	<p><b>Using a stimulus to devise a group performance</b></p> <ul style="list-style-type: none"> <li>• Links to Component 2 of GCSE specification</li> <li>• Devising from a stimulus</li> <li>• Devised Performances</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and how to devise work based around a stimulus</li> <li>✓ Group performances</li> <li>✓ Evaluation through verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Performance exploring devising work completed over the half term. Work will be stitched together to create group performance</li> <li><input type="checkbox"/> Verbal and Written Feedback</li> </ul>

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	<ul style="list-style-type: none"> <li>• Working with a stimulus</li> <li>• Direct Audience Address</li> <li>• Characterisation Skills</li> <li>• Role-play</li> </ul>		
<p>Half-term 6</p> <p><i>Performance</i></p> <p><i>Project:</i></p> <p><i>Digital</i></p> <p><i>Theatre</i></p> <p><i>Review</i></p>	<p><b>What makes effective theatre?</b></p> <ul style="list-style-type: none"> <li>• Types of stages</li> <li>• Stage design and props</li> <li>• Use of costume</li> <li>• Use of lighting</li> <li>• Acting skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Design</li> <li>✓ Annotation</li> <li>✓ Lighting grid</li> <li>✓ Subject specific terminology</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal and written feedback</li> <li><input type="checkbox"/> Written Assessment based round knowledge of drama taught this year</li> <li><input type="checkbox"/> Written assessment reviewing digital theatre</li> </ul>

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Year 9	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1  <i>Teachers by John Godber</i>	<b>Key skills and techniques explored through text work</b> <ul style="list-style-type: none"> <li>• Drama Practitioner - John Godber</li> <li>• Script work</li> <li>• Characterisation Skills</li> <li>• Still Image</li> <li>• Multi-role</li> <li>• Choral Speech</li> <li>• Movement in Unison</li> <li>• Stereotypes</li> <li>• Thought-Track</li> <li>• Heightened Characters</li> <li>• Exaggerated Movement</li> <li>• Slow Motion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of working as an ensemble.</li> <li>✓ Group performances</li> <li>✓ Developing characterisation with exaggerated movement and heightened characters</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group performance of scripted extract from John Godber’s ‘Teachers’</li> <li><input type="checkbox"/> Verbal Feedback</li> </ul>
Half-term 2  <i>Verbatim Theatre</i>	<b>Mark Wheeler’s ‘Missing Dan Nolan’ to explore Verbatim Theatre</b> <ul style="list-style-type: none"> <li>• Drama Practitioner - Mark Wheeler</li> <li>• Working with stimulus to create verbatim work</li> <li>• Scrip work</li> <li>• Exploring characters based on real life people</li> <li>• Narration</li> <li>• Direct Audience address</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and influence of verbatim theatre on an audience</li> <li>✓ Group performances</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> <li>✓ Debate, selecting the most appropriate ideas</li> <li>✓ Annotating a script and stimulus in rehearsal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group performance based on a variety of lessons stitched together – including devised and scripted work</li> <li><input type="checkbox"/> Verbal feedback</li> </ul>

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<p>Half-term 3</p> <p><i>Approaches to text (GCSE link)</i></p>	<p><b>Using Willy Russell’s ‘Blood Brothers’ as a link to the GCSE Specification offered</b></p> <ul style="list-style-type: none"> <li>• Drama Practitioner – Willy Russell</li> <li>• Characterisation</li> <li>• Duologues</li> <li>• Teamwork and collaboration</li> <li>• Blocking</li> <li>• Off-Text</li> <li>• Introduction to GCSE set text</li> <li>• Historical context of play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – using historical knowledge and character information</li> <li>✓ Group performances</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> <li>✓ Annotating a script</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scripted Duologue performance using substantive knowledge learnt throughout the half term</li> <li><input type="checkbox"/> Verbal and written Feedback</li> <li><input type="checkbox"/> Written Assessment with links to GCSE written aspect</li> </ul>
<p>Half-term 4</p> <p><i>Frantic Assembly’s Physical Theatre</i></p>	<p><b>Theatrical Genre of Physical Theatre using methods by Frantic Assembly</b></p> <ul style="list-style-type: none"> <li>• Drama Practitioner – Frantic Assembly</li> <li>• Body Awareness</li> <li>• Controlled Movement</li> <li>• Body as an object</li> <li>• Heightened Physical Skills</li> <li>• Physical tension</li> <li>• Soundscapes</li> <li>• Mime</li> <li>• Movement in Unison</li> <li>• Canon Movement</li> <li>• Chair Duets</li> <li>• Round-by-Through</li> <li>• Hymn Hands</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and the importance of working as an ensemble in physical theatre.</li> <li>✓ Group performances</li> <li>✓ Developing storytelling using our bodies to tell the narrative</li> <li>✓ Introduction to Frantic Assembly’s methods</li> <li>✓ Verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group movement performance of movement inspired by ‘The Curious Incident of the Dog in the Night-Time.</li> <li><input type="checkbox"/> Verbal Feedback</li> </ul>



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	<ul style="list-style-type: none"> <li>Trust Exercises and the importance of trust in ensemble</li> </ul>		
<p>Half-term 5</p> <p><i>Devising From a stimulus</i></p>	<p><b>Using a stimulus to devise a group performance</b></p> <ul style="list-style-type: none"> <li>Links to Component 2 of GCSE specification</li> <li>Devising from a stimulus – poem focus</li> <li>Devised Performances</li> <li>Working with a stimulus</li> <li>Direct Audience Address</li> <li>Characterisation Skills</li> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work – collaboration and how to devise work based around a stimulus</li> <li>✓ Group performances</li> <li>✓ Evaluation through verbal feedback</li> <li>✓ Self and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Devised Performance inspired by their poem stimulus. Students will add in further techniques and skills appropriate to this performance learnt throughout KS3.</li> <li><input type="checkbox"/> Verbal and Written Feedback</li> </ul>
<p>Half-term 6</p> <p><i>Performance Project: Digital Theatre Review (GCSE Link)</i></p>	<p><b>What makes effective theatre?</b></p> <ul style="list-style-type: none"> <li>Types of stages</li> <li>Stage design and props</li> <li>Use of costume</li> <li>Use of lighting</li> <li>Acting skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Design</li> <li>✓ Annotation</li> <li>✓ Lighting grid</li> <li>✓ Subject specific terminology</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal and written feedback</li> <li><input type="checkbox"/> Written Assessment based round knowledge of drama taught this year</li> <li><input type="checkbox"/> Written assessment reviewing digital theatre</li> </ul>