







Drama CURRICULUM MAP YEAR 7

<p>HALF TERM 1: Introduction to Drama</p> <p>Pupil's will learn:</p>		<p>Supporting texts or wider reading</p>
<p>What makes a good audience within Drama?</p> <p>Drama Key Terms used throughout KS3</p> <ul style="list-style-type: none"> - Freeze Frames - Actors on stage would hold their position on stage to emphasize an important part of the scene or plot. 		<p>Students will create a background and a Role on the Wall for a character from their monologue</p>
<ul style="list-style-type: none"> - Tableau - A group of models or motionless figures representing a scene from a story or from history - Monologues - A speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience. - Gestures - a form of non-verbal communication in which visible bodily actions communicate particular messages 		<p>Key Words</p> <ul style="list-style-type: none"> - Freeze Frames - Tableau - Monologues - Gestures - Mime - Thought Tracking - Role on the wall - Hot Seating
<ul style="list-style-type: none"> - Mime - the art of demonstrating an action with an object that doesn't exist - Thought Tracking - verbally express their understanding of characters and situations without the need for rehearsal. - Role on the wall - A visual map of a character's emotions and actions <p>Key Features of a Freeze Frame</p> <ul style="list-style-type: none"> - Using our bodies to produce a freeze frame - The purpose of representing the characters or story at a significant moment. <p>Creating Freeze Frames</p> <ol style="list-style-type: none"> 1 - Walking into Secondary School for the first time 2-Meeting your friends, you haven't seen for the first time after the 6 weeks holiday 3-Your emotion of starting a new school 4- Your Favourite hobby <p>How can movement be added to link freeze frames together?</p> <p>Introduction to Role on the Wall</p> <ul style="list-style-type: none"> - Understanding the purpose of a Role on the Wall - How can these help character development within a scene? <p>Different areas of the Role on the Wall</p> <p>Head</p> <ul style="list-style-type: none"> - What the character thinks about themselves <p>Body</p> <ul style="list-style-type: none"> - What the character thinks about others - Anything that the character will regularly say - Key words or actions used by the character 		<p>Students will develop their skills in performing in front of others and public speaking.</p> <p>Links to careers in the performing arts.</p> <p>Curriculum links to English</p>



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Outside

- What others think about the character

What is a Monologue?

A monologue is a long form speech delivered by a single character in a play or a film.

Creating a Role on the Wall for the character Link

- Read through the script extract from Hairspray
- Create a role on the wall for the character to show a deeper understanding of the character

Using the Role on the wall to learn a Monologue

Students will use the information they have gathered to help portray the character through the performance of a monologue

- Emotions
- Speech
- Physical movements

What is Thought Tracking?

What is Hot Seating?

End of topic test based off key terms and practical aspects

Homework

Lesson 1 – Revise Drama Key Terms

- Freeze Frames - Actors on stage would hold their position on stage to emphasize an important part of the scene or plot.
- Tableau - A group of models or motionless figures representing a scene from a story or from history
- Monologues - A speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience.
- Gestures - a form of non-verbal communication in which visible bodily actions communicate particular messages
- Mime - the art of demonstrating an action with an object that doesn't exist
- Thought Tracking - verbally express their understanding of characters and situations without the need for rehearsal.
- Role on the wall - A visual map of a character's emotions and actions

Lesson 2 – Role on the wall

- What is a role on the wall?
- What is the purpose of a role on the wall?
- What does the head show?
- What does the body show?
- What does outside the body show?

Lesson 3- Revise for End of unit test



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<p>HALF TERM 2: Commedia D’ell Arte</p> <p>What is Commedia D’ell Arte?</p> <ul style="list-style-type: none"> - Italy during the 16th century. - It has very clear, simple and humorous plot lines, usually related to the themes of love, money or food. - stock characters - Distinct costumes and masks <p>The Commedia Style</p> <ul style="list-style-type: none"> - Improvisation - is the playing of dramatic scenes with no pre-determined script or actions (Made up as you go) - Exaggeration - is the representation of something as more extreme or dramatic than it is, intentionally or unintentionally. - Non naturalistic - Masks - Audience involvement <p>Practical Task – Creating a Commedia Scene</p> <ul style="list-style-type: none"> - Use of physical actions and reactions as you deliver it. Can you make it Exaggerated? <p>Stock Characters</p> <p>There are two characters in most commedia scenes – Master and Servant: Master = Demanding, easily fooled, suspicious, rude, old. Servant = Sneaky, cheeky, a bit lazy, young.</p> <p>How do they Act and Move?</p> <p>Zanni</p> <p>They are servants or clowns who are typically portrayed as lazy, mischievous, and always hungry. They speak in dialects, and their costumes usually feature patches and raggedy clothes.</p> <ul style="list-style-type: none"> - His lower back is arched, and his arms are often bent with hands on hips, in readiness to serve. - He is eager to please. - He runs quickly and lightly, kicking his feet forward. - He sneaks to steal food with large, exaggerated, silent steps. - He can stop in an instant and sometimes freezes, especially when caught in one of his pranks. - His legs turn out in 4th position, sometimes with heels together and other times with the back knee bent and the front leg straight, like a Baroque bow. <p>Vecchi</p> <p>The Vecchi are wealthy, old men who are often portrayed as being miserly and stingy. They are typically portrayed as being greedy and possessive of their money, property, and women.</p>		<p>What is Commedia dell’Arte? — Learning Through Theatre</p> <p>Melodrama and commedia dell’arte - Selecting a genre or performance style - Eduqas - GCSE Drama Revision - Eduqas - BBC Bitesize</p>
		<p>Students will develop their own Cross Talk script</p>
		<p>Key Words</p> <ul style="list-style-type: none"> - Improvisation - Exaggeration - Naturalistic - Stock Characters - Cross Talk
		<p>Curriculum links to History</p> <p>Develops performing skills and confidence in public speaking</p>





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<ul style="list-style-type: none"> • His hands and fingers usually clasp in front of him. They actively fidget in counting money or holding his money pouch which he keeps in his pants (hence his name). • He is old and sick, but agile. He can be acrobatic when chasing servants, beautiful women, and his family. • Bottom sticking out but back straight. • Knees slightly bent with heels together, toes pointing outward, runs and walks heels first. <p>What is Cross Talking?</p> <ul style="list-style-type: none"> - The back-and-forth banter between two characters. <p>Rules of Cross Talk</p> <ul style="list-style-type: none"> - you repeat what is said to you. - You answer a question with a question, or a statement. - You keep the line of dialogue going until the possibilities are exhausted, and then switch to another and so on... - You answer a statement with another statement, or a question. - Practical Task – Completing Cross Talking script - Develop cross talking script by adding own speech <p>Put on the Spot - common situation in Commedia dell’Arte is when the servant has done something wrong, either deliberately or accidentally. Whatever happens, they will never admit to the wrongdoing and will always try to lie their way out of it, however ridiculously</p> <p>Homework</p> <p>Lesson 1 – The style and Stock characters</p> <ul style="list-style-type: none"> - What is Commedia D’ell Arte? - What are the key features of the style? - Who are the stock charcaters? - How do they present themselves and move? <p>Lesson 2 – Cross Talk and Panto</p> <ul style="list-style-type: none"> - What is Cross talk? - What are the features of cross talk? - What influences did Commedia have on Panto? <p>Lesson 3 – Revise for end of unit test</p>		
<p>HALF TERM 3: Victorian Melodrama</p> <p>What is Melodrama?</p> <ul style="list-style-type: none"> - It uses exaggeration and stereotyped characters to appeal to the audience’s emotions. It can be useful when working within the melodrama genre to explore stock characters, eg an evil villain, a wronged maiden or a noble hero. 		<p>Melodrama and commedia dell’arte - Selecting a genre or performance style - Eduqas - GCSE Drama Revision - Eduqas - BBC Bitesize</p>
		<p>Students will write an analysis of the key features identified within a Melodrama Performance</p>




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<ul style="list-style-type: none"> - Very clear and loud vocal delivery is needed in a melodrama, facing out to the audience, combined with large gestures and exaggerated facial expressions. The plot for a melodramatic devised piece would ideally be very sensational, designed to evoke emotion within the audience, with lots of dialogue. 		<p>Key words</p> <ul style="list-style-type: none"> - Exaggeration - Stereotypes - Gestures - Stock characters - Melodramas - Structure
<p>Other forms of 19th Century Entertainment</p> <ul style="list-style-type: none"> - Magicians, illusionists, hypnotists and spiritualists - 'Freak shows' featured human beings with disabilities or physical abnormalities - Waxworks, - Music Halls were more comfortable small scale theatres with a bar and a variety of entertainments such as acrobats, trapeze artists, black-face minstrels or can-can dancers <p>Physical Movement workshops</p> <p>Stock Characters of Melodrama – Link to Panto and Commedia</p> <p>Hero: The hero is moral, manly, brave, courageous and handsome. He believes in justice and fights against evil and injustice. He also saves the heroine from danger and defeats the villain.</p> <p>Heroine: The heroine is beautiful, kind, gentle and innocent. She is in love with the hero. She is often in some distress or danger and needs to be saved (Damsel in distress). At the end of the story, she has her happily ever after with the hero.</p> <p>Villain: The villain is the main enemy of the hero. He is evil, powerful, dishonest, vengeful, corrupt and rich. He hates the hero. In most melodramas, the villain tries to kidnap or marry the heroine.</p> <p>Villain's accomplice: Villain's accomplice helps the villain, but he often gets in the way of the villain. He or she is rather idiotic and stupid and provides comic relief.</p> <p>Faithful servant: The faithful servant is the accomplice of the hero. However, this character is also often portrayed as clumsy and idiotic. He is not as brave, courageous or handsome as the hero. This character often provides comic relief to the audience, just like the villain's accomplice.</p> <p>Analysis of Melodrama performance</p> <p>Practical Workshop – Learning Melodrama script</p> <ul style="list-style-type: none"> - Focus on movement - Exaggeration - Speech - Character development 		<p>Curriculum links to History – Victorian Era</p> <p>Develops performing skills and confidence in public speaking</p>






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<p>Types of Melodrama</p> <p>DISASTER MELODRAMAS: natural disasters such as earthquakes, floods and fires</p> <p>NAUTICAL MELODRAMAS: English form popular in the 1820s and 30s, sailors, navy, pirates, lawlessness</p> <p>ANIMAL MELODRAMAS: animals on stage such as dogs and horses</p> <p>DOMESTIC MELODRAMAS: more serious subject matter such as adultery and illegitimacy, romantic themes</p> <p>SENSATION MELODRAMAS: emerging from sensation novels of the 1860s and 70s, love and murder themes</p> <p>Structure of the plot</p> <ul style="list-style-type: none"> - Moral tone with good triumphing over evil - Full of suspense - Ample tension - Horror - Mystery - Climax at the end each act - Evil characters punished - good characters rewarded <p>Creation of Role on the wall for pupils character</p> <p>Assessment – Performance of Melodrama script</p> <p>Homework</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • What are the key features of acting within Victorian melodrama? • Name the 5 different types of Stock characters within Victorian Melodrama? <ul style="list-style-type: none"> ☐ Hero ☐ Villain ☐ Heroin ☐ Villains Accomplice ☐ Faithful servant <ul style="list-style-type: none"> • What each of these characters, Characters descriptions? <p>Lesson 2</p> <p>Revise the 5 types of Melodrama</p> <ul style="list-style-type: none"> • Disaster • Nautical • Animal • Domestic • Sensation <p>- Revise the Plot of Melodrama</p> <p>Lesson 3 – Learn script and part for assessment</p>		
<p>Half Term 4: Greek Theatre</p> <p>Where did Theatre come from? 6th Century BC – Greece</p>		<p>Greek Theatre – 7 Useful Facts For Students The Drama Teacher</p> <p>Greek Theatre - History for kids</p>



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<p>Modern theatre began with Greek theatre in the sixth century BC.</p> <p>The theatre of Ancient Greece consisted of religious festivals honouring the God, Dionysus.</p> <p>Three dramatic genres emerged: tragedy, comedy and satyr.</p>		<p>Students will be able to perform a script from Greek Theatre</p>
<ol style="list-style-type: none"> 1. Tragedy: a play with an unhappy/tragic ending. 2. Comedy: a light-hearted play to make people laugh. 3. Satyr: short plays that made fun of the characters in tragedies <p>What is a Greek Chorus?</p> <ul style="list-style-type: none"> - A Greek Chorus is a theatrical device originating in ancient Greek theatre involving a small group of performers—who are usually unrelated to the central action of a story—commenting on the central action of a play. - The chorus speaks directly to the audience and may not interact with the main characters of a story at all. Their purpose is to underscore the moral themes, actions, character development, and messages of a story to the audience. 		<p>Key words</p> <ul style="list-style-type: none"> - Tragedy - Comedy - Satyr - Chorus - Theatron - Orchestra - Proskenion - Skene - Parados - Exposition - Rising Action - Climax - Falling Action - Denouement
<p><u>Purpose of Greek Theatre</u></p> <ul style="list-style-type: none"> - Provides commentary on the action of a play: Chorus members commenting on the themes, messages, and unseen action of a play helped to guide audiences to understand the intended progression of a narrative. - Draws the audience in: The Greek chorus addresses the audience directly, often engaging in wry commentary seeking to let the audience in on privileged information. - Expresses a characters' inner thoughts: The Greek chorus is able to reveal a main character's emotions and motivations to the audience, even when they are trying to hide them. - Gives principal actors a moment offstage: Choral interludes allowed actors in ancient Greece a moment to change backstage, often with actors playing multiple characters needing a breather. <p><u>Practical Freeze Frame Workshop</u></p> <p>Different points of a Greek Theatre</p> <p>Names of the different points in a Greek Theatre:</p> <ul style="list-style-type: none"> - Theatron - Orchestra - Proskenion - Skene - Parados <p><u>Story of Antigone</u></p> <ol style="list-style-type: none"> 1. Creon's son turns his sword on himself after losing Antigone and at hearing this news about her son Creon's wife kills herself too. 		<p>Curriculum links to History – Ancient Greece</p> <p>Develops performing skills and confidence in public speaking</p>



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2. Creon is alone in grief and repents for the deaths that he unknowingly caused.
3. Antigone disobeys the law and buries her brother Polyneices.
4. Creon orders that Polyneices body will be left unburied.
5. Antigone commits suicide by hanging before Creon can release her.

5 Areas of the Plotline

Exposition - this is where you introduce your characters, setting and introduce the conflict.

Rising Action – this is an incident that sets your story into action with multiple moments of conflict that escalate and create tension as the story moves towards the climax.

Climax - this is the peak of tension, plot, and character in your story.

Falling Action – this is the time the story moves towards its conclusion and conflicts become resolved.

Denouement – this is the resolution where your story concludes, tragically or happily.

Plotline of Antigone

Exposition: Creon orders that Polyneices body will be left unburied.

Rising Action: Antigone disobeys the law and buries her brother Polyneices.

Climax: Antigone commits suicide by hanging before Creon can release her.

Falling Action: Creon's son turns his sword on himself after losing Antigone and at hearing this news about her son Creon's wife kills herself too.

Denouement: Creon is alone in grief and repents for the deaths that he unknowingly caused.

Protagonist, Deuteragonist, Tritagonist

- The Protagonist – 1st actor, the main character.
- The Deuteragonist - 2nd actor, the protagonist's partner or enemy.
- The Tritagonist – 3rd actor, the messenger or servant.
- The chorus can speak to the protagonist during a scene and afterwards they would speak to the audience about the situation.

Assessment – Greek Theatre Quiz

Homework

Lesson 1





1. What was the name of the God that ancient Greek theatre was celebrating?
2. Name the THREE types of Greek Theatre?
3. Which century did Theatre begin?
4. What is a Greek Chorus?
5. Name one function of a Greek Chorus?

Lesson 2

1. Different points of a Greek Theatre







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<p>2. What are the 5 points of a plotline? 3. How does the story of Antigone fit into the plot line features?</p> <p>Lesson 3</p> <p>Revise for end of unit test</p>		
<p>Half Term 5: Monologues</p> <p>What is a Monologue?</p>		<p>Lesson: Crafting a monologue KS3 English Oak National Academy (thenational.academy)</p>
<p>A monologue is a speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience.</p> <p>3 Types of Monologues</p>		<p>Students will be able to write their own monologue based off a character and theme of their choice</p>
<p>Soliloquy: a monologue one speaks to themselves Dramatic monologue: Spoken to another cast member or the audience, significant in both length and purpose. Internal monologue: The expression of a character's thoughts for the audience to witness.</p>		<p>Key Words</p> <ul style="list-style-type: none"> - Monologues - Soliloquy - Dramatic Monologue - Internal Monologue - Role on the Wall
<p>Listen and Watch Shakespeare's famous monologues</p> <ul style="list-style-type: none"> - Julius Caesars "Friends, Romans and Countrymen" speech - Lady Macbeths soliloquy - "To be or not to be, that is the question" – Hamlet <p>Introduction to a monologue</p> <ul style="list-style-type: none"> - Students will read through and annotate, looking at emotion, speech and how physical movement could be included <p>Implementing a Role on the Wall</p> <p>When performing monologues it is important that we ensure that we have a deeper knowledge and understanding of our characters emotions to help us perform in a more realistic way. We can achieve this by the use of a "Role on the Wall" This lets us use the monologue to decide on how we believe the character feels and also what others feel about them</p> <p>Role on the Wall creation for character</p> <p>Creating own monologues</p> <ul style="list-style-type: none"> - Students to create their own monologue based off 1 of 3 characters <p>Performance of Monologue</p> <p>Assessment – Performance of Monologues</p> <p>Homework</p> <p>Lesson 1</p> <p>1. What is a Monologue? A monologue is a speech presented by a single character, most often to</p>		<p>Curriculum Links to English with reference to Shakespeare</p> <p>Develops performing skills and confidence in public speaking</p>



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<p>express their thoughts aloud, though sometimes also to directly address another character or the audience.</p> <ol style="list-style-type: none"> Name the three types of Monologues – Soliloquys/ Dramatic monologue/ Internal Monologue Name three features that a required to be focused on to make a monologue realistic? Emotions (what are they, where do they change)/ Actions to accompany words/ Exaggeration of certain words/ How someone's voice may change/ Pauses and pace <p>Lesson 2</p> <ul style="list-style-type: none"> - What is a Role on the wall? - How can a role on the wall help develop your character in a monologue? - What would you write in the head of a role on the wall? - What would you write in the body of a role on the wall? - What would you write on the outside of a role on the wall? <p>Lesson 3</p> <p>Learn Monologue for assessment</p>		
<p>HALF TERM 6: A Curious Incident</p> <p>Students to recap the storyline of a Curious Incident – previously read in English</p>		<p>A curious Incident of a dog in the night time - book</p>
<p>What is an Idiom?</p> <ul style="list-style-type: none"> • Introduce the example of 'Pull your socks up' – What might this mean? • Ask the students to think of examples of Idioms – Phrases not to be taken Literally 		<p>Students will be able to perform a scene from a Curious Incident in small groups</p>
<p>3 Examples of Idioms – 'It is raining cats and dogs', 'Bite the Bullet' 'Let the cat out of the bag'</p> <ul style="list-style-type: none"> • What do these Idioms mean literally? • Why might Christopher struggle to understand Idioms and other figurative language? <p>Understanding Christopher</p> <p>As you are watching, make bullet point notes about Christopher whilst watching this video. Christopher Boone</p> <p>Think about his:</p> <ul style="list-style-type: none"> • Traits • Personality • Personal features <p>Once complete, discuss with the students about what they noticed about Christopher and how this would link to Aspergers</p> <p>What is Physical Theatre?</p>		<p>Key Words</p> <ul style="list-style-type: none"> - Idiom - Traits - Personality - Physical Theatre - Trust - Proximity
		<p>Curriculum Links to English</p>



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- Curious Incident of the Dog in the Night-Time uses physical theatre. Which is heavily choreographed and co-created by renowned PT company Frantic Assembly.

Landmark Pictures

What are the names of the famous Landmarks?

Telling the story of a Journey through Physical Theatre

How can we portray a story through physical theatre?

What would we be using to tell the story?

- Physical Features
- Physical Movement
- Our bodies as props

Big Question: What do think is the most important between an ensemble when using physical theatre?

- Flexibility
- Strength
- Trust
- Imagination

Discuss with a partner and be prepared to share

All are important and useful but **TRUST** is essential – you must be able to rely that your group/partner will support you

Find a meaningful **proximity** between you and your partner to show the relationship of:

- Ed and Christopher
- Christopher and Judy (Mum)
- Christopher and Siobhan (Teacher)

Assessment – Performance of Scene from A curious Incident

Homework – Lesson 1

- Find 3 facts about Frantic Assembly

Lesson 2 –

• Learn the answers to the following questions for an EDIN next lesson:

1. What is physical theatre?
2. Who are Frantic Assembly?
3. What is an idiom?
4. Who is the protagonist of 'A Curious Incident'?
5. What is Siobhan's role in 'A Curious Incident'?

Lesson 3

- Learn the answers to the following questions for an EDIN next lesson:

- What is a 'push hands' activity?
- What is flexibility?
- What is trust?



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<ul style="list-style-type: none">- What is imagination?- What is strength? <p>Learn script for assessment</p>		
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