

Y7 Drama Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	4 th September – 20 th October	30 th October – 15 th December	2 nd January – 9 th February	19 th February – 23 rd March	9 th April – 25 th May	4 th June – 24 th July
Weeks	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
Lessons	7 Lessons	7 lessons	6 Lessons	5 Lessons	5 Lessons	7 Lessons
Inset	4 th September, 5 th September	-	2 nd January	-	-	23 rd July, 24 th July
Unit Title	Intro to Drama and Dragons	Holes – Louis Sachar	Physical Theatre	The Greatest Showman	Charlie and the Chocolate Factory	Response to Live theatre
Sequence	Baseline assessment (1) Theatre Health and Safety/Rules (2) Intro to storytelling (2) Newspaper (literacy link) (3) Movement/Mime/Gesture intro (GCSE focus) (4) Debate lesson (5) Monologue prep and performance (6-7)	Courtroom Scene (1-2) Bus Scene (3-4) Narration focus (5-6) Flashback creation (7)	Intro to physical skills and soundscape (1-2) Body as Prop scenes (3) The toy box (4-5) Voice and movement (6)	Intro to circus theme and celebrating differences in society (1-2) Context, freakshow, PT Barnum history (4) Still Image and review (5)	Hotseating, intro to children, interview techniques (1) Augustus Gloop and Script work (2-3) Narration and Physical theatre (4-5)	Viewing of Live Theatre (1) Response vocabulary (2) Staging/Proxemics (3) Revision (4) Assessment (5) Feedback (6-7)
Key Building Blocks	Teacher in role Improvisation Hotseating Movement and gesture Mime Music Slow Motion Role Play Character Development Monologue Writing in Role Still Image Stage Positioning	Vocal Skills Thought Tracking Status Following Direction Narration Using Stimuli Theatre in the Round Flashback Characterisation Transitions	Body as Prop Soundscape Physical Theatre Promenade Theatre Physical Skills/Body language Balances/Lifts End on staging	Circus Skills Story Whoosh Balances/Lifts Physical theatre Soundscape Theatre in the round Flashback Thought tracking Still Image Body as Prop	Hotseating Vocal Skills Narration Characterisations Transitions Body as Prop Physical theatre Interview Role on the Wall Scripted Performance Advertising Target Audience	Movement and Gesture Stage positioning Vocal Skills Theatre in the round Promenade Theatre Physical Theatre Costume/Costume Design
Retrieval Practices	Do Now activities Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes	Do Now activities Low stakes quizzes Interleaved themes
Key Skills	Language & Vocabulary Storytelling Character Creation and Development	Language & Vocabulary Evaluation Scriptwork Character Creation and Development	Language & Vocabulary Written communication Analysis Evaluation Character Creation and Development	Language & Vocabulary Analysis Evaluation Character Creation and Development	Language & Vocabulary Analysis Evaluation Character Creation and Development	Language & Vocabulary Written communication Analysis & Context Application Evaluation
Literacy	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development
Numeracy	Warm-up and focus games.	Warm-up and focus games	Warm-up and focus games	Warm-up and focus games	Warm-up and focus games	Warm-up and focus games
Formative Assessment	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
Summative Assessment	N/A at this time of year	AP1 Practical Assessment	N/A at this time of year	AP2 Practical assessment	N/A at this time of year	AP3 Exam Paper
Spiritual	Debate – keep or kill the dragons	Crime and Punishment	Personification – giving inanimate objects a personality or a character.	Gaining and understanding of one's self. Celebrating your uniqueness	Imaginary worlds; fantasy world. Exploring imaginary existences.	Appreciation of performance and imaginary/fantasy worlds
Moral	Moral decisions made about the value of life.	Crime and Punishment	Using a fable as a stimulus – looking at the moral of the story and how we learn the difference between right and wrong.	Understanding and tolerance of other people.	Exploration of the subject matter – young people that behave and do the right things will be rewarded.	Understanding of difficult themes and moral issues in performance
Social	Building of a community (albeit imaginary) and joint decisions made about the dragons.	Crime and Punishment	Team work aspect of physical theatre; understanding the trust and contact involved.	Tolerance of different attitudes in society Understanding different social classes in society.	Exploration of social class and the value of money – questioning why some children have more than others.	Applying subjective reasoning to performances.
Cultural	Building of a community (albeit imaginary) and joint decisions made about the dragons.	Social attitudes to crime	Discussion of theatre - musical shows theatre companies such as DV8 and Frantic Assembly.	Understanding different social classes in society.	Relates to modern society issues of obesity and greed; importance of healthy eating.	Appreciation of theatre
British Values	Democracy and Responsibility	Law, Respect, Responsibility	Liberty and Respect	Respect and Tolerance	Mutual Respect & Tolerance	Tolerance and respect
Gatsby 4	TBC	TBC	TBC	TBC	TBC	TBC

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