



KS3- Year 7 Long Term Mapping

Expressive Arts - Drama

Subject Intent/ Aims:

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Reading, re-reading, and rehearsing insightful plays for presentation and performance gives pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression physical, vocal and emotional is required, so feeding into comprehension.

Curriculum features

The curriculum is structured based on the expectations for A Level Drama and Theatre as well as BTEC national qualifications; key concepts and skills required by the end of year 13 are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that drama knowledge is being understood both practically and theoretically. A linear curriculum is in place at Key Stage 3. Year 7, 8 and 9 will all study a theatre style during Autumn





term, explore a text through performance during Spring term and put their skills into practice in Summer term devising theatre, through exploration of a social, historical and cultural topics. This linear structure allows students to return to key concepts throughout the key stage, but build on them to advance their knowledge further as the years progress.

<u>ADVENT- Key Concepts:</u>	<u>LENT- Key Concepts:</u>	<u>PENTECOST- Key Concepts:</u>
DRAMA SKILLS Getting to know each other. Developing the 5C's of drama: Creativity, Co-Operation, Co-Ordination, Concentration Communication. Role Play Soundscape Physical theatre	CREATING DRAMA USING A SET TEXT TEXTS AND INFLUENCES OF STORIES ON DRAMA History of storytelling - Ritual and Myths Introduction to evaluative language Voice skills Text interpretation Monologue Duologue Learning lines	DEVISING RESPOND TO A STIMULUS AND DEVISE A PERFORMANCE Spontaneous Improvisation Role Play Still Imaging Thought tracking Cross Cutting Marking the Moment Soundscape



<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>
<p>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>All children should learn through and about drama; describes drama as an artistic practice; and makes it clear that young people should be enabled to respond to theatre and performance. It is a first building block for teachers, drama and theatre professionals to base great</p>	<p>Pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p>	<p>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>All children should learn through and about drama; describes drama as an artistic practice; and makes it clear that young people should be enabled to respond to theatre and performance. It is a first building block for teachers, drama and theatre professionals to base great</p>



<p>teaching and learning on.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>		<p>Explore in role (performing/responding)</p> <p>Collaborate on scripts (responding)</p> <p>Spoken repertoire (making, performing, responding)</p> <p>Exploratory drama (responding)</p> <p>Evaluate presentations (Making, Performing, Responding)</p> <p>Respond to a play (Making, Performing, Responding)</p>		<p>teaching and learning on.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<u>Components</u>	<u>HO Knowledge:</u>	<u>Components (Key Content/ Knowledge)</u>	<u>Components (Key Content/ Knowledge)</u>	
<u>Advent 1</u>		<u>Lent 1</u>	<u>Pentecost 1</u>	
To understand and be able to create freeze frames.	To understand the importance of mime skills and be	Communicating a text Vocabulary: Using text and improvisation to create a	Creating and developing freeze frames. (continued) Develop an understanding and knowledge of	



<p>To understand and be able to use a narrator in a performance. Create and deliver 'sound collage' Create and adapt a story for live performance</p> <p>To tell a story clearly using drama</p> <ul style="list-style-type: none"> • demonstrate that people look at drama and stories from different perspectives • develop rehearsal skills. • develop the confidence required for performance. • have gained knowledge of another culture. • be more confident and be able to show your drama to the class. • understand that drama can be presented in different ways. • understand the value of 	<p>confident when sustaining a character.</p> <p>To understand how to use text effectively when leading a group or working independently.</p> <p>Working collaboratively with peers demonstrating empathy, support and leadership.</p> <p>To understand and be able to create freeze frames independently that link to the theme.</p> <p>To have a good understanding and</p>	<p>character.</p> <p>To understand basic drama skills and sustaining character.</p> <p>To understand how to use text effectively when working in a group and also independently.</p> <p>Working collaboratively with peers demonstrating empathy and resilience.</p> <p>Understanding how to interpret a text for performance.</p> <p>Analysing the playwright's artistic intention.</p> <p>Understand and practice how to use thought tracking.</p> <p>Exploring characterisation by using a variety of explorative drama strategies including:</p> <ul style="list-style-type: none"> -Still image -Hot seating -Conscience alley -Monologue 	<p>Shakespeare.</p> <p>Creating a series of freeze frames of one of Shakespeare's plays. Create and deliver 'thought aloud' for one of the characters.</p> <p>To understand how to create a monologue for a particular character.</p> <p>To understand how to research and develop knowledge of Greek theatre and its historical context.</p> <p>Understand the function of the chorus'</p> <p>To create links to 'Greek Chorus'</p> <p>Explore and understand term 'Tragedy'</p>
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<p>telling a good story.</p> <ul style="list-style-type: none"> • work in a variety of groupings. <p>Create a sequence of freeze frames.</p> <p>Learn and deliver extended thoughts aloud.</p>	<p>knowledge of Shakespeare.</p> <p>To have a clear understanding of a chorus.</p>	<p>-Text analysis</p> <p>-Role on the wall</p> <p>Consider how past and present circumstances and actions can impact on our futures.</p> <p>Consider action and consequences and the impact of peer pressure.</p> <p>Explore the theme of bullying</p>	
<u>Advent 2</u>		<u>Lent 2</u>	<u>Pentecost 2</u>
<p>To be able to perform Greek theatre</p> <p>Voice projection</p> <p>Creating a character for performance.</p> <p>Exploring the function of Greek chorus.</p> <p>Understanding how to use</p>	<p>Assess and review own performance and set targets for future performances.</p> <p>To develop knowledge when using drama techniques to tell a personal story.</p>	<p>Understanding and delivering Flashbacks and Flashforwards in drama.</p> <p>PAST PRESENT and FUTURE contexts.</p> <p>Introducing staging awareness which will include the exploration and practice of:</p> <p>Proxemics</p> <p>Levels</p>	<p>To understand how to tell their personal story, using drama techniques.</p> <ul style="list-style-type: none"> • demonstrate that people look at drama and stories from different perspectives • develop rehearsal skills • further develop the confidence required for performance. • Develop empathy for others and gain a deeper understanding of their lives and backgrounds. • be more confident and be able to perform to an



choral movement and voice. Self-evaluate performance and the performance of others and set targets for future performances.	To demonstrate confidence when performing to others.	Stage positioning using subject specific language for each position.	audience. <ul style="list-style-type: none"> • understand that drama can be presented in different ways • understand the value of telling a good story • present their story in a variety of different creative forms-image, video, drama, sculpture, installation.
<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>
Self-Confidence Group-Confidence improvisation Characterisation. Social Skill Evaluation skills Voice projection skills Movement and voice skills. Skills when 'Line' Learning. Communication skills. Acting skills Pronunciation	The ability to perform with confidence, in character to others. To skillfully learn a script and demonstrate 'stage' skills. To demonstrate excellent communication skills. Skills revisited and	Skills when taking on a 'character's Life' and how to explore dramatic potential of a text. Terminology Drama Terminology Status/Levels skills Body Language Reading skills Live Theatre skills Use theatre stage styles effectively. Skills revisited and built on each term. Communication skills Collaboration skills	Acting skills Directing skills Writing skills Devising skills Ability to choose appropriate material and styles of performance for theatre audiences effectively. Refined and appropriate communication skills Extensive drama terminology and its' usage in practical and evaluation. Literacy skills. Skills revisited and built on each term. Communication skills





<p>Collaboration</p> <p>Use of stage skills</p> <p>Explore in role skills- (performing/responding)</p> <p>Spoken repertoire (making, performing, responding)</p> <p>Exploratory drama (responding)</p> <p>Evaluate presentations (Making, Performing, Responding)</p>	<p>built on each term demonstrating confidence and belief.</p> <p>Communication skills</p> <p>Collaboration skills</p> <p>Co-operation skills</p> <p>Problem solving skills</p> <p>Leadership/direction skills</p> <p>Critical analysis skills</p> <p>Resilience skills</p> <p>Self-awareness skills</p> <p>Creativity skills</p>	<p>Co-operation skills</p> <p>Problem solving skills</p> <p>Leadership/direction skills</p> <p>Critical analysis skills</p> <p>Resilience skills</p> <p>Self-awareness skills</p> <p>Creativity skills</p> <p>Collaborate on scripts (responding)</p> <p>Respond to a play (Making, Performing, Responding)</p>	<p>Collaboration skills</p> <p>Co-operation skills</p> <p>Problem solving skills</p> <p>Leadership/direction skills</p> <p>Critical analysis skills</p> <p>Resilience skills</p> <p>Self-awareness skills</p> <p>Creativity skills</p> <p>Physical theatre skills</p>
<u>Final composition/ Deliberate Practice:</u>		<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>





<p>Inspire and challenge pupils, provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>Knowledge to be able to develop a range of theatrical skills and apply them to create performance.</p> <p>Think critically and develop a more rigorous understanding of drama.</p> <p>Reflect on and evaluate their own work and that of others.</p>	<p>Inspire and challenge pupils, provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>Knowledge to be able to develop a range of theatrical skills and apply them to create performance.</p> <p>Think critically and develop a more rigorous understanding of drama.</p> <p>Reflect on and evaluate their own work and that of others.</p>	<p>Inspire and challenge pupils, provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>Knowledge to be able to develop a range of theatrical skills and apply them to create performance.</p> <p>Think critically and develop a more rigorous understanding of drama.</p> <p>Reflect on and evaluate their own work and that of others.</p>
<p><u>Assessment/s (Formative and Summative):</u></p>	<p><u>Assessment/s (Formative and Summative):</u></p>	<p><u>Assessment/s (Formative and Summative):</u></p>



St Philip Howard Catholic Voluntary Academy

Department Planning 2024-25

			Term Dates	Jan/Feb	Feb/Mar/Apr	Term Dates	Apr/May	June/July
Term Dates	Sept/Oct	Nov/Dec	Curriculum content (Ongoing formative assessments)	Week starting 13-1-25	Week starting 3-3-25	Curriculum content (Ongoing formative assessments)	Week starting 28-4-25	Week starting 16-6-25
Curriculum content (Ongoing formative assessments. WWW EBI)	Week starting 23-9-24	Week starting 18-11-24		Week starting 10-2-25	Week starting 31-3-25		Week starting 12-5-25	Week starting 14-7-25
	Week starting 21-10-24	Week starting 16-12-24						
Assessment (Summative assessment. Synoptic Quiz)	Week starting 14-10-24	Week starting 25-11-24	Assessment (Summative assessment. Synoptic Quiz)	Week starting 20-1-25	Week starting 10-3-25	Assessment (Summative assessment. Synoptic Quiz)	Week starting 5-5-25	Week starting 30-6-25
Feedback	Week starting 14-10-24	Week starting 9-12-24	Feedback	Week starting 3-2-25	Week starting 24-3-25			(End of year assessment)
						Feedback	Week starting 19-5-25	Week starting 7-7-25
<u>Key Terms:</u>	<u>Key Vocabulary:</u>		<u>Key Terms:</u>	<u>Key Vocabulary:</u>		<u>Key Terms:</u>	<u>Key Vocabulary:</u>	



Voice 1.Clear tone- harsh, soft 2.Changes in pitch- high, low 3.Changes in pace- fast, slow 4.Use of pause- when thinking, create tension 5.Shows hidden meaning- do you mean what you say? Movement 1.Changes in facial expression 2.Clear hand gestures Legs- Stance shows intention 3.Core- Back and Chest show status (power) 4.Clear difference between each emotion 5.Changes in pace	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE THRILLER SUSPENSE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	Rehearsal 1. Given circumstance is clear 2. Clear beginning to the performance 3. Clear professional end to the performance 4. Specific decisions made about set 5. Intentions- is your work clear for the audience? 6. Confident sharing ideas Characterisation 1. Accent 2. Exaggerated facial expression 3. Stance 4. Gesture 5. Projection of voice 6. Over the top energy 7. Physicality links clearly to stock character played	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE THRILLER SUSPENSE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	Devising 1.Spatial awareness 2.Use of safety rules at all times 3.Clear entrance and exit- the whole group looks at a character entering 4.Clear sequence of at least 4 stage fighting moves Set creates the 'world' of the scene	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE THRILLER SUSPENSE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	



<p>Literacy 'IAM poem' students will learn, read and present the poem to others.</p> <p>Numeracy Warm up games like 'elephant sausage and following instructions.</p> <p>Cross-Curricular PSHE- Communication and group work.</p>	<p>Literacy Keywords and scripts.</p> <p>Numeracy Numeracy skills to convert between denary and binary.</p> <p>Cross-Curricular Math's will be the primary cross-curricular subject.</p>	<p>Literacy Keywords and scripts.</p> <p>Numeracy Numeracy within blocks of code.</p>
<p><u>SMSC/ BV/ RSHE:</u></p>	<p><u>SMSC/ BV/ RSHE:</u></p>	<p><u>SMSC/ BV/ RSHE:</u></p>
<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views.</p> <p>Pupils are encouraged to communicate with each other</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views.</p> <p>Pupils are encouraged to communicate with each other</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views.</p> <p>Pupils are encouraged to communicate with each other</p>





in groups and as a class promoting social development.	in groups and as a class promoting social development.	in groups and as a class promoting social development.
SOCIAL	SOCIAL	SOCIAL
All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.	All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.	All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.
MORAL	MORAL	MORAL
Clear high expectations are given every lesson to students so they understand the difference between right and wrong.	Clear high expectations are given every lesson to students so they understand the difference between right and wrong.	Clear high expectations are given every lesson to students so they understand the difference between right and wrong.
SPIRITUAL	SPIRITUAL	SPIRITUAL
All students work is shared with the class group at some point to build confidence and develop group identity.	All students work is shared with the class group at some point to build confidence and develop group identity.	All students work is shared with the class group at some point to build confidence and develop group identity.
Students work is also celebrated throughout the school	Students work is also celebrated throughout the school	Students work is also celebrated throughout the school



<p>and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of performers and plays. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British performers and are encouraged to visit current performances in Britain. Students develop an understanding of the way drama is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of performers and plays. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British performers and are encouraged to visit current performances in Britain. Students develop an understanding of the way drama is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of performers and plays. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British performers and are encouraged to visit current performances in Britain. Students develop an understanding of the way drama is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>
Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. 	<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels. 	<ul style="list-style-type: none"> • Clear instructions on PowerPoint • Adapted handouts • Demo of practical tasks • Extra time given during RRR and mid-term assessments • Homework adapted • The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.



Adaptive Implementation Practices Practices used during each unit of work			
Differentiated Instruction: Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.	Scaffolded Instruction: Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.	Formative Assessment: Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.	Pace: Time given to students to organise equipment and resources at their own pace.



St Philip Howard Catholic Voluntary Academy

Department Planning 2024-25



**St Ralph
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CATHOLIC VOLUNTARY ACADEMY