



# Middlewich High School Drama Department – 5-Year Curriculum Map



<b>Year 7</b>	<b>Me and Myself</b> <b>Skills:</b> Develop the ability to demonstrate characterisation using body language, facial expression and space effectively. Introduction to script reading <b>Knowledge:</b> Characterisation, Tableau, Thought Tracking, Story Telling, Script reading	<b>Me and My School</b> <b>Skills:</b> Mime and Pantomime, using exaggerated body language and facial expressions to tell a story. Using the school setting as a stimulus <b>Knowledge:</b> Characterisation, Tableau, Story Telling, Mime, Pantomime, Stock Characters	<b>Me and My Town</b> <b>Skills:</b> Creating realistic performances, becoming "Middlewich Detectives" <b>Knowledge:</b> Story Telling, Devising, Exploring stories using stimulus	<b>Me and My Country</b> <b>Skills:</b> Script work and stage combat using Romeo and Juliet as stimulus. Links to West Side Story in music. <b>Knowledge:</b> Script reading, understanding Shakespeare, performing physical theatre safely	<b>Me and My World</b> <b>Skills:</b> Exploring story telling with stories from around the world. <b>Knowledge:</b> Greek theatre traditions including Chorus work.	<b>Me and My Future</b> <b>Skills:</b> Production company: students to create a theatrical product exploring all themes learned in year 7 <b>Knowledge:</b> Story telling, characterisation, devising, script reading
<b>Year 8</b>	<b>Journeys</b> <b>Skills:</b> Explore physical theatre using "Curious Incident of the Dog in the Nighttime" as stimulus. <b>Knowledge:</b> Physical Theatre, Naturalism, Script reading and an introduction to Brecht		<b>Performance in the Media</b> <b>Skills:</b> Using theatre as a platform to share messages, promotion and awareness. Use of Mother Courage as stimulus <b>Knowledge:</b> Forum Theatre and Theatre in Education.		<b>Screen Time</b> <b>Skills:</b> Students will develop their performance skills to create a soap opera. <b>Knowledge:</b> Understand what makes soap operas so popular. Realistic performance with an exaggerated storyline. Devising and script work.	
<b>Year 9</b>	<b>Dystopia</b> <b>Skills:</b> Students to develop understanding of physical theatre, exploring through the themes of "Gothic Horror". Use Jekyll and Hyde as stimulus <b>Knowledge:</b> Physical Theatre, Naturalism, Script reading and an introduction to Artaud		<b>Performing Arts : A Universal Language</b> <b>Skills:</b> Develop performances using stories from around the world. Take influence from Bollywood and The Lion King. An introduction to puppetry <b>Knowledge:</b> cultural story telling, puppetry, script work, devising		<b>Production Company</b> Students will combine their music and drama knowledge to create a production company. They will use both of their performing arts lessons to collaborate on one performance project which music be effectively marketed, performed and designed. This scheme of work is designed to be bespoke for every student, allowing them the opportunity to explore an area of the performing arts industry that they're interested in.	
<b>Year 10</b>	<b>Blood Brothers</b> <b>Skills:</b> Develop basic skills for theatre using blood brothers as a focus. <b>Knowledge:</b> Context of the story, characterisation, ensemble work, script reading		<b>Practitioner Focus</b> <b>Skills:</b> Develop a range of performance techniques through exploring different theatre practitioners <b>Knowledge:</b> Working from stimuli, a range of practitioners, exploring live theatre and reviewing this.		<b>Devising Theatre</b> <b>Skills:</b> Using knowledge developed through year 10, students to create a performance using given stimuli. This is worth 40% of GCSE. <b>Knowledge:</b> Students demonstrate a full understanding of their devising work by writing a thorough devising log.	
<b>Year 11</b>	<b>Scripted Performance</b> <b>Skills:</b> Students to prepare 2 extracts of a play. These will be performed to an external examiner. Worth 20% of the overall course. <b>Knowledge:</b> All performance techniques learned to be explored and applied to preparations for the scripted performance.		<b>Understanding Theatre</b> Analysing theatre, reviewing theatre and developing an understanding of effective story telling and stage craft.		<b>Revision</b> <b>Skills:</b> Extended writing and theatre analysis <b>Knowledge:</b> Apply key knowledge to written context	