

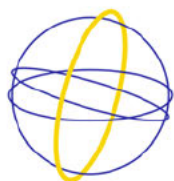
Sandon Road, Meir, Stoke-on-Trent, ST3 7DF Telephone: 01782 377100 Fax: 01782 377101

Email: info@omera.co.uk Website: www.ormistonmeridianacademy.co.uk

Principal: Mrs C Stanyer

Subject Drama		Year 8	Curriculum Map 2022 -2023
Week Commencing	Topic (including links to additional resources)	Assessment Window	
STAFF INSET 05/09 Y7 DAY 06/09 ALL STUDENT IN 07/09	Introduction to a script – how and why can we use our voice? Identify the use of pitch, volume and emotion and the importance of using vocal range. Identify our own limitations to inform character roles. 1 lesson every 2 weeks.		
12/09/2022			
19/09/2022	Using a script - What is a script? What brings a script to life? Where would we find a script? Discussion and watch Macbeth Witches exemplars. What brings a script to life? Where would we find a script? Discussion and watch Macbeth Witches exemplars. 1 lesson every 2 weeks. 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; https://www.youtube.com/watch?v=clG8ha2D26g).		
26/09/2022			
03/10/2022	Using a script - Skeleton scripts – what is missing from the Skeleton scripts? Work with a partner to practice saying them in different ways. What do we learn about characters? Identify a verb and adverb that can be used. 1 lesson every 2 weeks. Using a script - What is a script? Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; https://www.youtube.com/watch?v=UMe0ISCzHnk).		
10/10/2022			
17/10/2022	Using a script - Skeleton scripts -apply character names, stage directions (verb and adverb) and direct the chosen scene. Why is performance space important? Perform and peer/self-evaluate. What was effective about the performance? How could it be improved? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/)		
October Half Term			
31/10/2022	Using a script - Skeleton scripts -apply character names, stage directions (verb and adverb) and direct the chosen scene. Why is performance space important? Perform and peer/self-evaluate. What was effective about the performance? How could it be improved? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/)		

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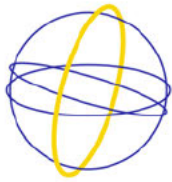
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7/11/2022	Using a script - Choose challenging script. Identify role to play and direct scene to bring it to life. Groups/pairs selected to model examples of performance and invite feedback. Why was it effective? How could it be improved further? How was the script brought to life? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk > Home > English Literature).	
14/11/2022		
21/11/2022	Using a script - Bring the script to life by directing / performing. Why was it effective? How could it be improved further? How was the script brought to life? Perform and evaluate. 1 lesson every 2 weeks.	
28/11/2022	Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk > Home > English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/).	
5/12/2022	Using a script –DDI. 1 lesson every 2 weeks. Wave 1: Improvement of practical work	
12/12/2022	Wave 2: Improvement of physical theatre knowledge	
Christmas Break		
02/01/2023	Bullying – Introduction to and use of Forum Theatre to provide a context with how to deal with bullying situations. Invite discussions and students direction of performance. What would happen next if this situation occurred? How could you deal with it if it happened? What should you do? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/explorative_strategiesrev7.shtml)	
9/01/2023	Bullying – Introduction to and use of Forum Theatre to provide a context with how to deal with bullying situations. Invite discussions and students direction of performance. What would happen next if this situation occurred? How could you deal with it if it happened? What should you do? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/explorative_strategiesrev7.shtml)	
16/01/2023	Bullying - Read letter from Daniel and identify: what happened to him? Why has he run away? What reasons are there as to why he was possibly bullied? Why did he write the letter to his gran? Create a freeze-frame to show what happened before he ran away. Consider why he was bullied. 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/topics/zrhhvcw/videos/1)	
23/01/2023	Bullying - Read letter from Daniel and identify: what happened to him? Why has he run away? What reasons are there as to why he was possibly bullied? Why did he write the letter to his gran? Create a freeze-frame to show what happened before he ran away. Consider why he was bullied. 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/topics/zrhhvcw/videos/1)	AR2
30/01/2023	Bullying - Create a performance of what led to Daniel running away. Devising process-create a performance in a group of a maximum of 6. Model example of performance and introduce dramatic conventions such as conscience alley, stylized movements, choral movements and physical theatre to show ideas more effectively. Invite students to peer assess. What was effective about it? What led Daniel to run away? How could it be improved? 1 lesson every 2 weeks.	AR2

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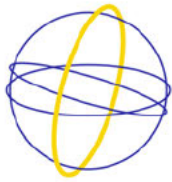
	<p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/topics/zrhhvcw/videos/1) Bullying - Create a performance of what led to Daniel running away. Devising process- create a performance in a group of a maximum of 6. Model example of performance and introduce dramatic conventions such as conscience alley, stylized movements, choral movements and physical theatre to show ideas more effectively. Invite students to peer assess. What was effective about it? What led Daniel to run away? How could it be improved? 1 lesson every 2 weeks.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.bbc.co.uk/education/topics/zrhhvcw/videos/1)</p>	
6/02/2023	<p>DDI lesson Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge</p>	
13/02/2023	<p>DDI lesson Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge</p>	
February Half Term		
27/02/2023	<p>Bullying – Re-call piece of drama created in the previous lesson based on the character Daniel being bullied. Students continue to develop the piece of drama and devise a performance of what led to Daniel running away, using at least 2 of the dramatic conventions. Model group example of performance. Invite students to peer assess. What was effective about it? What led Daniel to run away? How could it be improved? 1 lesson every 2 weeks.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=pbEB-pw2Xk0)</p>	
6/03/2023	<p>Bullying – Re-call piece of drama created in the previous lesson based on the character Daniel being bullied. Students continue to develop the piece of drama and devise a performance of what led to Daniel running away, using at least 2 of the dramatic conventions. Model group example of performance. Invite students to peer assess. What was effective about it? What led Daniel to run away? How could it be improved? 1 lesson every 2 weeks.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=pbEB-pw2Xk0)</p>	
13/03/2023	<p>Re-call and polish piece of drama created on the theme of bullying. Perform and evaluate. 1 lesson every 2 weeks.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=pbEB-pw2Xk0)</p>	
20/03/2023	<p>Re-call and polish piece of drama created on the theme of bullying. Perform and evaluate. 1 lesson every 2 weeks.</p> <p>Resources (Knowledge organisers, BBC Bitesize; Google classroom; https://www.youtube.com/watch?v=pbEB-pw2Xk0)</p>	
27/03/2023	<p>The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.</p>	
Easter		
17/04/2023	<p>Introduction to Melodrama-What is Melodrama? Who are the stock characters involved? What do you notice about the performance style and the use of body language, gesture, facial expression and pace? Create a list of adjectives to describe the stock characters. Consider how you can bring these adjectives to life. Create freeze frames to represent the stock characters.</p>	

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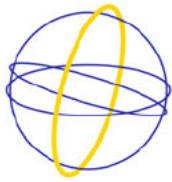
	<p>Challenge: Bring freeze frames to life in a spontaneous improvisation. https://www.youtube.com/watch?v=q4XyzlJiBIA- Melodrama including stock characters https://www.youtube.com/watch?v=89wis6V86gs Melodrama-performance https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Research the History of Melodrama. You can present this is a Poster, PowerPoint presentation; a written piece of work or another creative way of your choice.</p>	
24/04/23	<p>Introduction to Melodrama-What is Melodrama? Who are the stock characters involved? What do you notice about the performance style and the use of body language, gesture, facial expression and pace? Create a list of adjectives to describe the stock characters. Consider how you can bring these adjectives to life. Create freeze frames to represent the stock characters. Challenge: Bring freeze frames to life in a spontaneous improvisation. https://www.youtube.com/watch?v=q4XyzlJiBIA- Melodrama including stock characters https://www.youtube.com/watch?v=89wis6V86gs Melodrama-performance https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Research the History of Melodrama. You can present this is a Poster, PowerPoint presentation; a written piece of work or another creative way of your choice.</p>	
1/05/2023	<p>Melodrama- What is a typical plot line? What modern day Melodramas might you have seen before? Create a performance using the 'Train Track Terror' script. Consider how you perform in a Melodramatic style and how you will represent your character physically. Showcase performances and evaluations. https://www.youtube.com/watch?v=pX5_7qDzuY"-pX5_7qDzuY"-pX5_7qDzuY 9 (Soap Opera) https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Watch a Soap Opera and decide which characters you could link to typical stock characters within Melodrama. Consider potential plot lines for a piece of Drama. Write a mind map of ideas that you can share with your group next lesson.</p>	
8/05/2023	<p>Melodrama- What is a typical plot line? What modern day Melodramas might you have seen before? Create a performance using the 'Train Track Terror' script. Consider how you perform in a Melodramatic style and how you will represent your character physically. Showcase performances and evaluations. https://www.youtube.com/watch?v=pX5_7qDzuY"-pX5_7qDzuY"-pX5_7qDzuY 9 (Soap Opera) https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Watch a Soap Opera and decide which characters you could link to typical stock characters within Melodrama. Consider potential plot lines for a piece of Drama. Write a mind map of ideas that you can share with your group next lesson.</p>	
15/05/23	<p>Melodrama- Create your own Melodrama in groups using no dialogue. Consider a suitable plot line using your knowledge of Melodrama. How will you ensure that the audience still understands your storyline with no dialogue? How will you present your character? Consider the use of gesture, facial expression, body, language, pace and music. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Think about what music you might use for your performance. You could choose one that has been suggested to you or select one of your own. Why have you chosen this music? Why does it enhance your performance? https://www.youtube.com/watch?v=bzx5Q-WNqIE https://www.youtube.com/watch?v=U-iHnbPb60Y (Powerful and Dramatic) https://www.youtube.com/watch?v=BLXwpGCn2KQ (comedic) https://www.youtube.com/watch?v=cCrKncOpE7Q&list=PLsIGrZkgKYmdUVAQNV-EHBlc_gviViAe (comedic) https://www.youtube.com/watch?v=C16bt7b9LJc (Dramatic- Villain)</p>	AR3

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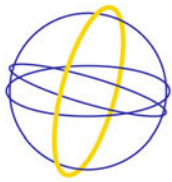
22/05/23	<p>Melodrama- Create your own Melodrama in groups using no dialogue. Consider a suitable plot line using your knowledge of Melodrama. How will you ensure that the audience still understands your storyline with no dialogue? How will you present your character? Consider the use of gesture, facial expression, body, language, pace and music. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Think about what music you might use for your performance. You could choose one that has been suggested to you or select one of your own. Why have you chosen this music? Why does it enhance your performance? https://www.youtube.com/watch?v=bzx5Q-WNqIE https://www.youtube.com/watch?v=U-iHnbPb60Y (Powerful and Dramatic) https://www.youtube.com/watch?v=BLXwpGCn2KQ (comedic) https://www.youtube.com/watch?v=cCrKncOpE7Q&list=PLsIGrZkgKYmdUVAQNV-EHBlc_gviVjAe (comedic) https://www.youtube.com/watch?v=C16bt7b9LJc (Dramatic- Villain)</p>	AR3
May Half Term		
05/06/2023	<p>DDI lesson Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge</p>	
12/06/2023	<p>DDI lesson Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge</p>	
19/06/2023	<p>Introduction to Physical theatre – Wax work museum. Focus on use of posture, facial expressions, gesture to create atmosphere and effective setting.</p>	
26/06/2023	<p>Introduction to Physical theatre – Wax work museum. Focus on use of posture, facial expressions, gesture to create atmosphere and effective setting.</p>	
3/07/2023	<p>Explore a range of activities designed to show cooperation. Take the form of a chair and explore it. How can we work better as a group? Create mime chains using body as prop to develop setting.</p>	
10/07/2023	<p>Explore a range of activities designed to show cooperation. Take the form of a chair and explore it. How can we work better as a group? Create mime chains using body as prop to develop setting.</p>	
17/07/2023	<p>The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.</p>	
24/07/2023	<p>The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.</p>	

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