

Year 7 Drama

	Content Taught	NC Ref	Essential Knowledge	Assessment	Rationale
Year 7					
HT1 Evacuees	Students study a unit of work to exploring aspects of WW2 using a range of acting skills.	<p><u>National Curriculum</u></p> <p>1 Speaking and Listening. B. Engage in specific activities that develop. speaking and listening skills</p> <ul style="list-style-type: none"> •D. Evaluate and respond constructively to their own and others’ performances •H. Participate actively in drama workshops and discussions wherever possible. <p>4.2 Reading.</p> <ul style="list-style-type: none"> •A. Develop independence in reading. •C. Develop reading skills through work that makes cross-curricular links with other subjects. <p>4.3 Writing.</p> <ul style="list-style-type: none"> •A. Develop independence in writing. •E. Evaluate and respond constructively to their own and others’ writing. •G. Develop writing skills through work that makes cross-curricular links with other subjects. 	<p>Students develop essential knowledge of:</p> <p>The 5 key physical/ vocal skills used in Drama.</p> <p>Vocal skills: - Pitch, Pace, Volume, Tone, Emphasis Physical skills: - Gait, Facial expression, Hand gestures</p> <p>Students will apply this by using physical and vocal skills to create effective characters on stage with a key focus on learning - the 5 key drama skills. Voice, Facial Expression, Movement, Visual and Gestures.</p> <p>Strategies practically explored in this unit are Soundscapes, Freeze Frames and proxemics.</p> <p>Pupils will learn how to read a script and perform focusing on applying the 5 key skills and understanding the plight of evacuees in the process. How to self / peer evaluate practical work.</p>	<p><u>Summative Assessment (SA)</u> Practical/ theory assessment:</p> <p>Practical - Pupils will create and perform a final piece of work bringing altogether the five key skills and having learned all lines.</p> <p>Theory – Knowledge test.</p> <p><u>Formative Assessment (FA)</u> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>This unit is an introduction to key drama skills using a mixture of activities. Pupils will learn the basic key drama visual skills (voice, movements, gestures, facial expressions) and apply them to a short script based around Evacuees. We start with this in Year 7 as pupils make links between how Evacuees may feel when going to a new place and how they feel moving from Year 6 to Year 7. This unit acts as a bridging project for the pupils with Evacuees being a key part off the KS2 curriculum, pupils can apply their understanding of historical content to their new skills in drama.</p>

<p>HT2</p> <p>Pantomime</p>	<p>Students study a unit of work that explores the genre of pantomime - developing an understanding of the historical context and key performance techniques.</p>	<p><u>National Curriculum</u></p> <p>1 Speaking and Listening.</p> <p>B. Engage in specific activities that develop. speaking and listening skills</p> <ul style="list-style-type: none"> •D. Evaluate and respond constructively to their own and others’ performances •H. Participate actively in drama workshops and discussions wherever possible. <p>4.2 Reading.</p> <ul style="list-style-type: none"> •A. Develop independence in reading. •C. Develop reading skills through work that makes cross-curricular links with other subjects such as English. <p>4.3 Writing.</p> <ul style="list-style-type: none"> •A. Develop independence in writing. •E. Evaluate and respond constructively to their own and others’ writing. •G. Develop writing skills through work that makes cross-curricular links with other subjects. <p>Cultural capital – Live theatre experiences, cultural references and plays/stories explored.</p>	<p>·The key conventions of pantomime and the characteristics of stock characters. Focus on comedic timing and blocking.</p> <p>Strategies/techniques/knowledge explored in this unit are: - Staging – Blocking, Breaking the Fourth Wall, roles in the Industry. Slapstick and Narration</p> <p>Pupils will learn how to create a pantomime using scripts and the key conventions of pantomime, all 5 key drama skills and the characteristics of stock characters. How to self / peer evaluate practical work.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will create and perform a final piece of work bringing all together the pantomime conventions with Cinderella text.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>Pupils will develop their essential skills in drama and knowledge of pantomime and historical context. Pupils will explore key pantomime conventions and be able to apply them to a script. This is a comedic unit delivered at Panto season. Pupils build on their confidence as they move through this unit as they become more comfortable with those in their class. This topic is placed here in our curriculum due to the seasonal relevance of the style theatre, this links to the cultural experiences es that are offered to pupils – supporting their learning with live theatre visits to local theatres.</p>
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<p>HT3 Darkwood Manor</p>	<p>Students study a unit of work that allows them to build their own murder mystery, focusing on developing tension and atmosphere during a performance.</p>	<p>1 Speaking and Listening.</p> <p>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> •D. Evaluate and respond constructively to their own and others' performances •H. Participate actively in drama workshops and discussions wherever possible. <p>4.2 Reading.</p> <ul style="list-style-type: none"> •A. Develop independence in reading. •C. Develop reading skills through work that makes cross-curricular links with other subjects. <p>4.3 Writing.</p> <ul style="list-style-type: none"> •A. Develop independence in writing. •E. Evaluate and respond constructively to their own and others' writing. •G. Develop writing skills through work that makes cross-curricular links with other subjects. <p>Cultural capital – Live theatre experiences, cultural references and classical plays/stories explored.</p>	<p>Key focus on learning – the focus in this unit is to continue to work on confidence,</p> <p>5 key drama skills, application of tension, detailed use of drama strategies – flashback, hot seating, marking the moment, body as a prop – physical theatre and soundscape.</p> <p>Pupils will learn how to create a tense and creepy atmospheric piece of theatre based on the mystery of the death of Master Darkwood and include flashback, marking the moment, body as a prop and sound/lighting.</p> <p>Pupils will explore and develop the skill of applying tension, mood/atmosphere</p> <p>Pupils will develop confidence, group work and organisational skills.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will apply new drama techniques such as cross-cutting, body as a prop and narration creatively bringing these techniques together to create/devise a murder mystery performance.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>Pupils will explore Darkwood Manor using a range of explorative strategies (hot seating, still images, cross-cutting). Pupils will build and develop their skills learnt throughout previous schemes. They will explore how to create a gothic atmosphere for the stage and consider how to create tension for an audience. This scheme is explored at this point in the year as a longer topic (2 half terms) allowing pupils to invest in a longer performance and to further highlight the importance of ensemble work. The longer rehearsal time also allows pupils to build a more complex plot that increases in tension and atmosphere</p>
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<p>HT4 Midsummer Nights Dream</p>	<p>Students study a unit of work that introduces them to Shakespeare and the elements of a Shakespearian comedy. Exploring the text ‘Midsummer nights dream’.</p>	<p>1 Speaking and Listening.</p> <p>B. Engage in specific activities that develop. speaking and listening skills</p> <ul style="list-style-type: none"> •D. Evaluate and respond constructively to their own and others’ performances •H. Participate actively in drama workshops and discussions wherever possible. <p>4.2 Reading.</p> <ul style="list-style-type: none"> •A. Develop independence in reading. •C. Develop reading skills through work that makes cross-curricular links with other subjects. <p>4.3 Writing.</p> <ul style="list-style-type: none"> •A. Develop independence in writing. •E. Evaluate and respond constructively to their own and others’ writing. •G. Develop writing skills through work that makes cross-curricular links with other subjects. <p>Cultural capital – Live theatre experiences, cultural references and classical plays/stories explored.</p>	<p>· Key focus on learning – the key conventions of Shakespeare comedy:</p> <ol style="list-style-type: none"> 1. Mistaken Identity and/or Misconceptions. 2. Reason versus Emotion. 3. Fate and the Fantastical. 4. Idyllic Settings. ... 5. Separation and Reconciliation. ... 6. Happy Endings. <p>How to construct a Shakespeare insult. Focus on timing and blocking.</p> <p>Strategies/techniques/knowledge explored in this unit are: - Staging – Blocking and Shakespeare language</p> <p>Pupils will learn how to create a performance using Shakespeare language using scripts and key conventions. All 5 key drama skills and the characteristics of a Mid-Summer Nights Dream.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will apply understanding of Shakespearean language, bringing altogether the conventions of a Shakespearean comedy to devise a performance in this style.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>This is a gateway into Shakespeare and the elements of Shakespearian language and comedy. Students will explore an overview of the play and will look in detail at chosen scenes. Pupils will explore Shakespearean language and will begin to include this in their devised performance. This unit is introduced at this point as a basic introduction to Shakespeare and his elements of comedy to be developed further when we return to Shakespeare in year 8. This is placed here in the curriculum so pupils can refer back to pantomime and their understanding of comedy on stage when exploring the text.</p>
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<p>HT5 Mime and Slapstick</p>	<p>Students study a unit of work that allows them to explore a new genre of theatre. Utilising physical and vocal drama skills to create slapstick comedy.</p>	<p>1 Speaking and Listening. B. Engage in specific activities that develop. speaking and listening skills •D. Evaluate and respond constructively to their own and others’ performances •H. Participate actively in drama workshops and discussions wherever possible.</p> <p>4.2 Reading. •A. Develop independence in reading. •C. Develop reading skills through work that makes cross-curricular links with other subjects.</p> <p>4.3 Writing. •A. Develop independence in writing. •E. Evaluate and respond constructively to their own and others’ writing. •G. Develop writing skills through work that makes cross-curricular links with other subjects.</p> <p>Cultural capital – Live theatre experiences, cultural references and classical plays/stories explored.</p>	<p>This topic focuses on the slapstick comedy style exploring the styles history, famous slapstick characters and key features. .</p> <p>Key characteristics to slapstick-improbable situations, practical jokes, chases, unrealistic actions, extreme physicality, comical trip or collisions.</p> <p>Characters both historical and modern slapstick performers.</p> <p>Pupils will create a silent comedy and will apply their new knowledge and understanding to their performance.</p> <p>Pupils will explore a new characteristic and convention each lesson- this will be embedded into a short performance. Pupils will watch video clips to gain a better understanding of how to perform each characteristic</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will apply and bring together new drama techniques to slapstick comedy performance.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>Pupils will be introduced to the slapstick style. Exploring the origins and history of this genre before pupils practically explore a range of key characteristics to slapstick (improbable situations, practical jokes, chases, unrealistic actions, extreme physicality, comical trip or collisions and mime). Pupils will be introduced to slapstick characters both historical and modern. Finally, pupils will apply slapstick characteristic and conventions to practical performances focusing heavily on their physicality.</p>
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<p>HT6 Physical Theatre</p>	<p>Students will be introduced to the style of physical theatre and explore and a range of physical theatre practitioners.</p>	<p>Speaking and listening.</p> <p>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> •D. Evaluate and respond constructively to their own and others' performances •H. Participate actively in drama workshops and discussions wherever possible. <p>4.2 Reading.</p> <ul style="list-style-type: none"> •A. Develop independence in reading. •C. Develop reading skills through work that makes cross-curricular links with other subjects. <p>4.3 Writing.</p> <ul style="list-style-type: none"> •A. Develop independence in writing. •E. Evaluate and respond constructively to their own and others' writing. •G. Develop writing skills through work that makes cross-curricular links with other subjects. <p>Cultural capital – Live theatre experiences, cultural references and classical plays/stories explored.</p>	<p>To know who Frantic Assembly and understand the style of theatre they make.</p> <p>To understand how to use unison to create performance.</p> <p>To be able to create a performance with characters using a physical theatre style</p> <p>To know how to create relationships using physical theatre.</p> <p>To understand how to use mirroring to create physical theatre.</p> <p>To be able to create chair duets.</p> <p>Steven Berkoff and his use of stylized movement.</p> <p>To understand the ingredients of Frantic Assembly and physical theatre.</p> <p>Students explore and experiment with the seven levels of tension by Jacques Le coque.</p>	<p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will explore how to use the body and face to create physical theatrical sequences, symbolism will be explored also. These techniques and skills will be brought together for a final performance.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p>	<p>Pupils will be introduced to the style of physical theatre and study contemporary theatre company Frantic Assembly as inspiration. Students will focus a variety of techniques that allow the body to communicate meaning and create symbolism on stage. Students will also workshop Jacques Le Coque seven levels of tension, the practical work of Steven Berkoff and his use of stylized movement including slow motion and robotic gestures, dramatic facial expressions, and vocal work. This scheme is positioned at the end of the academic year to challenge our pupils and promote ambition in the subject before the start of year 8.</p>
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