



Learning Aims and Curriculum Intent:

Pupils in Year 7 Drama have one lesson a week during which they are introduced to a Drama Toolkit. This establishes a foundation of skills and techniques on which to draw as they begin to create and evaluate their own work. Pupils will develop an understanding of how to apply basic vocal and physical skills. They will be introduced to a variety of Drama techniques and how these are used in performance and rehearsal. This is embedded in a practical introduction to different theatrical genres and styles which gives students an overview of the key differences in performance style. Pupils will also develop an understanding of the difference between scripted, improvised, and devised Drama. In Year 7 pupils begin to build a subject specific vocabulary of terms and techniques giving them a shared language when creating their own work and evaluating their performances and the work of others. Opportunities are provided for pupils to develop an awareness of Theatre as an integral part of our historical and cultural identity. Pupils are given the opportunity to work independently within a given framework to encourage good studio practice, freedom of expression and positive critical appreciation of their own strengths and weaknesses as a student of drama, and the ability to recognise as a member of an audience what makes an effective piece of theatre.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas 1	<p>Introduction to Drama</p> <p>This scheme of work has been designed as an introductory unit for drama. This scheme offers an opportunity for students to get to know each other and develop their social and teamwork skills, while also establishing some basic techniques that can be carried on throughout the rest of the academic year with more complex and/or thematic content.</p> <ol style="list-style-type: none"> 1. What is Drama and what skills are required for it? 2. What techniques can be used to communicate meaning to an audience? 3. What are performance skills and how does an actor use them to engage an audience? 4. What is an audience? 5. What does good collaboration look like and why is it important in Drama? 6. How do we evaluate work in Drama to develop our understanding and our performances? 	<p>Establish the rules of working in a drama lesson and exploring the difference between this subject and others.</p> <p>Working collaboratively and the skills required to do this successfully.</p> <p>Skills required to create a successful still image and how to use it to structure drama.</p> <p>Skills required to deliver a successful thought track and how to use it in rehearsal to aid an actor understanding of the character/situation/context.</p> <p>Skills required to create a successful role play and how this technique is used to structure drama.</p> <p>Skills require to create a successful crosscut and how to use it effectively when structuring drama.</p> <p>Focus on performance skills and how an actor uses them to communicate character or emotions to an audience.</p> <p>Skills required to perform physical theatre and how an actor can use their body to communicate abstract ideas.</p> <p>Skills required to create a successful Narration and how this technique can be used to structure drama?</p> <p>Running a successful rehearsal and the importance of developing work in this time.</p> <p>Understanding how an audience behaves</p> <p>Using work seen to develop critical thinking through evaluation and analysis.</p>	<p>Baseline Assessment on performance skills and use of basic drama techniques.</p> <p>Practical assessment on how to use a drama technique.</p> <p>Oral evaluation using PDEA</p> <p>Independent research task</p> <p>Practical assessment focussing on application of performance skills.</p>

<p style="text-align: center;">Michaelmas 2</p>	<p>Pantomime</p> <p>Within this unit students will explore the genre of Pantomime. By looking at its history and conventions, students will create their own 'mini' pantomime using what they have learnt.</p> <ol style="list-style-type: none"> 1. What is Pantomime? 2. What is a Pantomime and where does its origins derive from. 3. How does an audience for a Pantomime differ to most other theatre? 4. What is the relevance of fairy tales within the context of Pantomimes. 5. What skills should a storyteller possess to tell an engaging story? 6. How do we evaluate and analyse work in Drama? 7. What is a stereotype? And how can we use them in Drama? 8. What are the design features of a pantomime? 9. How can we use music in Drama to engage an audience? 	<p>Devising skills using a fairy-tale</p> <p>Developing prior knowledge</p> <p>Using stereotypes in performance to engage an audience and to challenge societies perceptions.</p> <p>Skills required for successful audience participation.</p> <p>Using audience participation to engage an audience.</p> <p>Understanding the role of a costume designer</p> <p>Working collaboratively and the skills required to do this successfully.</p> <p>Running a successful rehearsal and the importance of developing work in this time.</p> <p>Using work seen to develop critical thinking through evaluation and analysis.</p>	<p>Practical assessment to devise simple scripts and apply learnt techniques in performance.</p> <p>Explore and research factual contexts, recording and sharing findings.</p> <p>Collaboration - co-operative and supportive work with others.</p> <p>Oral evaluation with a focus on ways in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p>
<p style="text-align: center;">Lent 1</p>	<p>Lent 1</p> <p>Within this unit students will explore Greek Theatre and the techniques used within it. By looking at its history and conventions, students will work together throughout the scheme exploring the conventions which they will then apply to a devised scene.</p> <ol style="list-style-type: none"> 1. What do the students know about Greek Theatre already? 2. What are the conventions and features of Greek Theatre? 3. What are the main issues for an actor performing on an amphitheatre? 4. What is exaggeration and what are the benefits of this performance style? 5. What is a Greek chorus? 6. What role did a Greek chorus play in theatre? 7. What techniques are used by a Greek chorus? 8. What impact does a Greek chorus have on an audience? 9. How were masks used in Greek Theatre? 10. What is a genre in theatre? 	<p>Developing prior knowledge</p> <p>Revisiting knowledge of performance skills and drama techniques e.g. still images</p> <p>Using role play to devise a scene.</p> <p>Applying exaggeration to performance skills</p> <p>How to use a stimulus to devise a scene</p> <p>How to use a Greek chorus as narrator</p> <p>How to use choral movement/unison in drama</p> <p>How to use choral speech in drama</p> <p>How to work collaboratively to achieve a common goal.</p> <p>How to use a mask, rules and style</p> <p>Creating a character from a mask</p> <p>Using a genre to inform a devised piece of theatre.</p>	<p>Devise simple scripts through improvisation.</p> <p>Application of stage conventions.</p> <p>How pupils work collaboratively to devise a piece of theatre.</p> <p>Oral evaluation and analysis on how intended effects have been achieved.</p> <p>Oral evaluation in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p>
<p style="text-align: center;">Lent 2</p>	<p>Lent 2</p> <p>Within this unit students will learn how to devise using several different stimuli. They will work collaboratively to create original pieces of drama, applying drama techniques to help structure their work.</p> <ol style="list-style-type: none"> 1. What is a stimulus in drama? 2. How can you use different stimuli to create/shape Drama? 3. What is a narrative in Drama? 4. What is a story arc? 5. What does a good story need? 6. How can music be used to create mood/atmosphere? 7. How can we infer meaning from a poem? 8. How can a role on the wall be used to develop understanding of character? 	<p>Using play to create creative ideas.</p> <p>How to use a prop as a stimulus from Drama</p> <p>Revisit how to use still image, thought tracking and role play. Using these techniques to develop and structure drama work.</p> <p>Using performance skills to communicate meaning to an audience.</p> <p>How to use a mind map to generate ideas</p> <p>Using questioning to develop understanding of a stimulus and to generate creative ideas.</p> <p>Using narrative ideas to inform a role play.</p> <p>Using unison to create physical theatre and to convey mood.</p> <p>Using a crosscut to show time passing.</p>	<p>Devise simple scripts through improvisation.</p> <p>Understand stage conventions.</p> <p>Experiment with drama elements</p> <p>Co-operative and supportive work with others in public</p> <p>Communicate character through use of words, gesture, and movement.</p> <p>Oral evaluation and analysis on how intended effects have been achieved.</p> <p>Oral evaluation in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p> <p>Write an evaluation of another group's performance.</p> <p>Role on the wall to develop character.</p> <p>Use of stimulus to devise theatre.</p>

Trinity	<p>Within this unit students will be introduced to the study of a scripted play as well as being introduced to character development techniques. Students will also read, rehearse, and perform extracts from the play.</p> <ol style="list-style-type: none"> 1. What is a script and how is a script formatted? 2. How can we use what the writer has given us to inform our characterisation? 3. What do we need to think about when we are staging a play? 4. What is status in Drama and how can an actor use performance skills to convey status to an audience? 5. How can we use body language to convey character and status? 6. How can we use voice to portray a character and mood? 7. What is improvisation and how can it help to create drama or characters? 8. What are the skills required for a successful mime? 9. What is hot seating and why is it used in drama? 10. What is the importance of learning lines and what techniques can an actor use to learn lines? 	<p>Understanding the conventions of a script.</p> <p>Using the Given Circumstances to inform character and the staging of a scene.</p> <p>Using performance skills to convey character and status.</p> <p>Using performance skills to communicate mood.</p> <p>Using improvisation to create a scene and characters.</p> <p>Use of mime to stage a scene.</p> <p>Use of hot seating to develop a character.</p> <p>How to rehearse a scene</p>	<p>Co-operative and supportive work with others.</p> <p>Communicate character through use of words, gesture, and movement.</p> <p>Oral evaluation and analysis on how intended effects have been achieved.</p> <p>Oral evaluation in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p> <p>Performance of script for end of year exam.</p>
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Examples of Homework	<p>Learning Lines Creating a role on the wall Designing a mask Writing an evaluation Writing a scene Writing a role on the wall</p>				
Key terminology	<p>pantomime, fairy tales, role reversal, audience participation, breeches part, stereotype, still image, through track, cross cut, role play, rehearsal, blocking, sight reading, body language, facial expression, status, voice, volume, pitch, pace, movement, mime, levels, hot seating, narration, improvisation, devising, stimulus, role on the wall, mind map, mood, atmosphere, exaggeration, greek chorus, amphitheatre, unison, choral speech, tragedy, comedy, genre, convention, performance skills, analysis, evaluation, breaking the fourth wall, characterisation, physical theatre, body props.</p>				
Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Watch as much Live Theatre as possible. • Watch theatre online on Drama Online or Digital Theatre Plus • Read scripts • Read Pantomime: a Practical Guide • Read the WJEC/Eduqas GCSE Drama student book. • Read the National Theatres: All About Theatre Paperback • Read Greek Theatre in Context (Greece and Rome: Texts and Contexts) 				
Useful websites	<p>https://www.bbc.co.uk/bitesize/subjects/zbcjkjxs https://www.alexjacksonpantomimes.com/a-beginners-guide-to-british-pantomime-traditions/ https://www.nationaltheatre.org.uk/learn-explore/discover/greek-theatre-video-collection/ https://dramaresource.com/devising-theatre/ https://www.dramaonlinelibrary.com/ https://www.digitaltheatreplus.com/</p>				
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