

Drama Year 7 Curriculum Overview



Year 7 Overview

In year 7 students will focus on building a universal foundation of drama techniques through performing. Students will engage with drama practically and theoretically, developing a range of acting skills, techniques and knowledge. This will engage and inspire students to develop a love of drama from a range of culture and traditions, as well as their own drama skills.

Over the course of year 7, students will be taught the following knowledge and skills to prepare for their next learning stage:

Introduction to Drama and Greek Theatre

Students are introduced to the performing arts and the creative department. They will participate in ice-breaking activities to familiarise themselves with each other and the drama studio expectations. Students will focus on the art of improvisation and the techniques of using stimuli to generate performance material. They will explore Greek Theatre the origins of theatre, exploring the key features and applying the skill set to a modern stimulus. They will gain an understanding of how to create a character, apply physical and vocal skills and experience performing in front of their peers. Throughout the topic students will be encouraged to form an opinion by giving and receiving constructive feedback as well as form an idea why this important in creative subjects as well as developing an understanding.

Pantomime and Storytelling

Students will learn about the British tradition of pantomimes. They will learn and apply melodramatic techniques using physical and vocal skills as well as stereotypical pantomime characters, stock characters. This will be explored using the script Aladdin. Students will complete a skills audit at the start of the topic and another at the end of the topic. This is to realise the progress made throughout the topic. Students will experience professional rehearsal processes, including blocking of scenes which will help them to realise spatial and performance elements when rehearsing and performing. The rehearsal process will also build on resilience, focus and teamwork skills in doing so. Students will perform the full pantomime as a class with the focus of staying in character throughout the performance and working as an ensemble. This will be recorded and a self-assessment completed.

Shakespeare and his work.

Throughout this term students will explore Shakespeare and the works of Shakespeare. Discovering the plot, themes and morals behind the stories through devising and script exploration.

Physical Theatre

Students will explore how to tell a story using physical and vocal skills. Students will be given the opportunity to create an abstract piece of storytelling through Physical Theatre, slow motion, freeze frames and thought tracking. They will move on to telling a story through

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physical and skills to bring the characters to life. They will experience professional rehearsal processes and build on resilience, focus and teamwork skills in doing so. Students will experience performance with the focus on staying in character throughout the performance

Scripted Performance

Students will become familiar with how to use a script to create character and meaning. They will gain an understanding of how to use given information within the script to create and develop a character as well as techniques in developing an understanding of characters such as role on the wall and hot seating. Students will also look at themes within the script to inform characteristics, action and reaction and apply appropriate physical and vocal skills. They will perform a scene from the play using all gained knowledge and skills then assess their own success and areas to improve.

Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
Autumn 1	Introduction to Drama and Greek Theatre	<ul style="list-style-type: none"> • Introduction to drama. Students will take part in ice-breaking activities to familiarise themselves with each other and the drama studio expectations. • What is improvisation? Students will realise that improvisation is not a new concept and that they improvise every day. • Students will explore their new skills to improvisation spontaneously as a character. • Students will be introduced to Greek Theatre and the origins of theatre. • Students will explore the stories of Medusa and Athena and Icarus and Daedalus, where they will devise a trailer of one of the stories. • Students will be introduced to the techniques of Choral Movement and Choral Speaking. They will explore these techniques. 	<p><u>Summative Assessment:</u> Final performance, graded using rubric based on individual performance</p> <p><u>Formative Assessment:</u> Peer feedback Self-assessment RAG rating during rehearsal process</p>

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		<ul style="list-style-type: none"> • Students will read the story of 'Pandora's Box' and perform the story in groups, including Choral speaking and movement. • Perform using performance skills in front of peers. The rehearsed improvisation will be performed to an audience, their peers. • Form an opinion and give constructive feedback. Students will give and receive constructive feedback from each other. They will understand the importance of constructive criticism whether that is giving or receiving. 	<p>Use of Primet pedagogy – think pair share, cold calling, retrieval tasks</p> <p><u>Whole Class feedback:</u> Throughout this term there's opportunity for whole class marking.</p>
<p>Autumn 2</p>	<p>Storytelling and Pantomime</p>	<ul style="list-style-type: none"> • Students will explore the key features of pantomime through practical workshops and the visual aid of a PowerPoint. They will explore the plot, stock characters and acting style. • Students will use the improvisation skills gained in Term 1a to create a fairy-tale, with peers identifying the stock characters. • In teacher groups students will be given a pantomime script which they will complete a read through of as a small-scale company. • Acting rehearsal – focus is on the acting elements of pantomime. Applying skills appropriately with specific focus on – characterisation, volume, staging, and focus. • Dance rehearsal – students will learn a Musical Theatre Dance and will be focusing on following beats, appropriate use of dynamics, formation, movement memory and working as an ensemble. • Students will rehearse both the acting and dancing in preparation for live performance. • Perform to an audience with conviction using relevant physical and vocal skills and appropriate performance skills. • Students will develop their feedback skills by giving constructive criticism and celebrating successes. 	<p><u>Summative Assessment:</u> Final performance, graded using rubric based on individual performance</p> <p>Evaluative task: Evaluative writing task assessed based on assessment rubric.</p> <p><u>Formative Assessment:</u> Peer feedback Self assessment RAG rating during rehearsal process Use of Primet pedagogy – think pair share, cold calling, retrieval tasks</p> <p><u>Whole Class feedback:</u> Throughout this term there's opportunity for whole class marking. This will be done at week 5, 6 and 7.</p>

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<p>Spring 1</p>	<p>Shakespeare and his work</p>	<ul style="list-style-type: none"> • Introduction to who William Shakespeare is and his life. • Students will perform a piece of theatre based on his life. • Students will explore Romeo and Juliet and Macbeth in workshops. • Students will explore what a plot is and the plot of Romeo and Juliet. • Students will devise their own version of the plot of Romeo and Juliet by working in groups and using their acting skills to portray characters and the plot. • Students will be introduced to the plot of Macbeth and will be able to summarise the plot. • Students will explore the opening scene focusing on the character's 'The Three Witches'. • Students will explore characterisation of the Three Witches and will communicate their character through physical and vocal skills. • Students will devise their own opening scene of Macbeth. • Perform all work to an audience with conviction using relevant physical and vocal skills and appropriate performance skills. • Students will develop their feedback skills by giving constructive criticism and celebrating successes. 	<p><u>Summative Assessment:</u> Final performance, graded using rubric based on individual performance</p> <p>Evaluative task: Evaluative writing task assessed based on assessment rubric.</p> <p><u>Formative Assessment:</u> Peer feedback Self assessment RAG rating during rehearsal process Use of Primet pedagogy – think pair share, cold calling, retrieval tasks</p> <p><u>Whole Class feedback:</u> Throughout this term there's opportunity for whole class marking. This will be done at week 5, 6 and 7.</p>
<p>Spring 2</p>	<p>Physical Theatre</p>	<ul style="list-style-type: none"> • What is physical theatre? Students will understand the basics of Physical Theatre and how to safely practice Physical Theatre. • Students gain an understanding of how to warm up the body, using a range of warm up exercises. Students will lead the warm ups applying knowledge gained to their own personal warmup. • Student will investigate the key basic features of Physical Theatre; inanimate objects, using the body as a prop, body awareness in the space, transitioning and weight taking/barring. 	<p><u>Summative Assessment:</u> Final performance, graded using rubric based on individual performance</p> <p>Evaluative task: Evaluative writing task assessed based on assessment rubric.</p> <p><u>Formative Assessment:</u> Peer feedback</p>

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		<ul style="list-style-type: none"> • Workshop 1: Exploring physicality. Students will participate in a workshop to realise how the body can be used to create an inanimate object. • Workshop 2: Body awareness in the space, transitioning, and weight taking/barring. • Students will explore physical theatre using an image and a soundtrack. From this they will devise a scene, using physical theatre skills and the physical skills gained in Term 1a and b to communicate their character. • Students will perform their pieces of physical theatre to a live audience (peer audience). • Peer feedback will be given, and students will reflect on their own practice in preparation of evaluation writing. • Evaluation of rehearsal process, identifying rehearsal discipline, stylistic qualities, technical skills and performance skills. 	<p>Self-assessment RAG rating during rehearsal process Use of Primet pedagogy – think pair share, cold calling, retrieval tasks</p> <p><u>Whole Class feedback:</u> Throughout this term there's opportunity for whole class marking.</p>
<p>Summer 1 and Summer 2</p>	<p>Scripted Performance</p>	<ul style="list-style-type: none"> • Students will be given several existing scripts to identify a script layout as well as the language used within the script to depict character and situation. • To enable students to understand stage directions they will take part in exercises i.e. stage direction game, using existing scripts to create a physical performance using only the stage directions. • Students will be given a section of <i>The Terrible Fate of Humpty Dumpty</i> by David Calcutt which they will bring to life using the stage directions to create meaning and use of language to characterise. • The skill of characterising will be developed by creating a character profile identifying background information, appearance and appropriate physical and vocal elements. • Students will utilise the gained information by applying relevant physical and vocal skills to the character. 	<p><u>Summative Assessment:</u> Final performance, graded using rubric based on individual performance</p> <p>Evaluative task: Evaluative writing task assessed based on assessment rubric.</p> <p><u>Formative Assessment:</u> Peer feedback Self-assessment RAG rating during rehearsal process Use of Primet pedagogy – think pair share, cold calling, retrieval tasks</p>

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- Through the rehearsal process students will develop the following transferable skills: teamwork, listening, oracy, concentration, respect and resilience.
- Students will perform their section to a live audience (peers) demonstrating a solid, believable character and scripted stage directions.
- Verbal feedback will be given to each group by the teacher as well as their peers.
- Students will individually complete a self-assessment of their performance and the use of stage directions and characterisation.

Whole Class feedback:
Throughout this term there's opportunity for whole class marking.