

Curriculum Overview

Subject: DRAMA

Year Group: 7



Drama in Year 7 is taught twice over a fortnightly timetable. Students are given 1 hour lessons within our 3 drama spaces. Students are encouraged to participate in all activities building confidence and rapport. Practical work is at the heart of our Drama curriculum, Students are marked against a criterion of Creating Drama, Performing Drama and Evaluating Drama. Students are regularly asked to complete self and peer assessments.

TERM 1		TERM 2		TERM 3	
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
DRAMA INTRODUCTION MIME	SCRIPTS AND PANTO	COMMEDIA DELL'ARTE	STANISLAVSKI	DARKWOOD MANOR	PERFORMANCE AND CHARACTERISATION
KNOWLEDGE/SKILLS In the first term of Drama in Yr7, students are exposed to a range of drama warm up activities, individual, partner and group work, trust, movement, concentration exercises. This lends itself to looking at to mime – Charlie Chaplin, Marcel Marceau. With a mimed setting, students learn to use scenarios and devise in small groups. Stage directions, freeze frames facial expressions, use of voice, eye contact, levels, body language, audience, gesture and space. are among the many key performance skills used.	KNOWLEDGE/SKILLS Now that students have found their confidence in movement it is time to find their voice. Vocal skill exercises are used to build confidence in speaking aloud and performing. Students use a variety of scripts, starting off with a script of single words highlighting the importance of vocal skills as tone, pace, pause volume to emphasise expressions and emotion; leading to film and pantomime scripts where characterisation and movement skills are discussed through performance evaluation.	KNOWLEDGE/SKILLS Drama in context (historical content) Having looked at stereotypical characters in Panto students are now made aware of the roots of drama and characterisation. Students are introduced to Commedia dell 'Arte, looking at the origins of comedic theatre as we know it today. Commedia Dell 'Arte enables students to use their prior knowledge of mime, use a stimulus and provides a basis for future mask work.	KNOWLEDGE/SKILLS This is the first time students look at a drama practitioner. Studying Stanislavski helps students understand Characterisation and performance. Students are taught the Given Circumstances. Who? Where? Why? What? to enable them to fully how to develop their characters. Students also gain an understanding of the fourth wall as well as the circle of concentration.	KNOWLEDGE/SKILLS The scheme Darkwood Manor allows students to use a variety of prior knowledge drama skills as well as using, Movement, Narration, Prepared & Spontaneous Improvisation. The scheme also allows us to think about the drama mediums that enhance a performance in terms of sound FX, music and lighting. Students are now building a bank of drama skills; Preparing a performance, confidence, devising, and leadership.; all of which are essential for KS4 Drama.	KNOWLEDGE/SKILLS Within the final half term of Yr 7, students recap their learning and put it to use. Students are given a wide range of acting and performance opportunities, using scripts, improvisation and using scenarios to devise drama as well performing published work. In a our final performance we also look at themes and how they can be used to create new and original drama. Students create characters for a Wild West whole class performance.
KEY ASSESSMENTS - Devised small group performance using a combination of Chaplain and Marceau mime. - Scripted performance, learning lines (Harry Potter)		KEY ASSESSMENTS - Commedia dell'arte practical assessment using QPG - End of unit written quiz - Peer and Teacher feedback		KEY ASSESSMENTS - Filmed performance and review. - Self assessment - Peer and teacher feedback - End of year assessment	