

Programme of study for Drama - Year 7

Autumn (1 st term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
From: Sept-Dec	Jan-Easter		Easter-end of term	
<p>Topic / Big Question: <i>Intro to Drama skills</i></p> <p>Key Learning Outcomes: Basic drama skills The importance of using both physical and vocal skills to communicate on stage Use of dialogue Devising a scene Creating characters Performing with confidence</p>	<p>Topic / Big Question: <i>Performing Shakespeare</i></p> <p>Key Learning Outcomes The plot and characters of <i>Romeo and Juliet</i> Key Shakespearean language Staging options for <i>Romeo and Juliet</i></p>		<p>Topic / Big Question: Exploring Performance Style</p> <p>Key Learning Outcomes The key information about Darkwood Manor Key principles of Physical Theatre How to create mood, atmosphere and tension on stage</p>	
<p>Skills (students should be able to do): Freeze frame Thought track Mime Dialogue Devise a scene in groups Perform to an audience with basic confidence</p>	<p>Skills (students should be able to do): Read and bring a challenging script to life using skills learned in prior term Create a role by applying knowledge of the text and performance skills Learn lines Rehearse effectively in a group</p>		<p>Skills (students should be able to do): Use Physical Theatre to create objects and sound effects Devise from a stimulus Create tension through movement and voice Consider how to create mood and atmosphere through vocal and musical sound effects</p>	
<p>End of term 1 assessment to cover: Competence in performing; performing as a character; basic stage awareness (facing the audience, projection of voice, stage positions), devising from a stimulus</p>	<p>End of term 2 assessment to cover: Performance of an extract from Romeo and Juliet Characterisation skills Group work skills Line learning</p>		<p>End of year assessment to cover: Performance of a devised Darkwood Manor story from a stimulus The use of physical theatre The use of voice and movement to create tension Choice of dialogue to enhance the performance</p>	
<p>Building understanding: Rationale / breakdown for your sequence of lessons: We have expanded this scheme this year to ensure we can give more time to teaching students how to devise effectively and how to consider dialogue and character when developing work. This continues to help students build up key drama skills as we assume little specific knowledge from primary schools. It will provide a mix of group,</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons: This scheme has worked well in the past couple of years to ensure students fully understand the content and plot of the play, and have an opportunity to spend time learning lines from a complex script as a contrast to the devising performances they did to introduce them to key</p>		<p>Building understanding: Rationale / breakdown for your sequence of lessons: Students love this scary scheme of work and there are elements of teacher in role as Mrs Deadwood, as well as various stimuli to develop the action through the students' experience of this haunted house. It is a good one to do at the end of term as it is fun and there are lots of ways the action is</p>	

individual and pair activities to ensure students in Year 7 get to know people they may not know. We aim for this to help students to build their confidence in performing and inter-personal skills.		skills. Students are reminded of these throughout the scheme. We focus on the scenes with Romeo and the Friar, and Juliet and her family, to explore older vs younger relationships and how to show these on stage, including conflict. Where we have 6 lessons this term, we also explore the ending.	brought to life. It also brings all the skills we will have covered to their final end of year assessment – performing as a character, creating imaginative dialogue, staging, performing with confidence. We have the ability to use lighting (both torch, stage and blackout) to help create mood and atmosphere, but the focus is on how they do this initially with their voice and movement.
Calendared Centrally Planned Extended Home – Learning Tasks: Practicing a mime game at home Evaluation of baseline assessment	Calendared Centrally Planned Extended Home – Learning Tasks: Writing a modern fairytale Evaluating their pantomime performances	Calendared Centrally Planned Extended Home – Learning Tasks: Key Shakespeare facts Character profiles Line learning	Calendared Centrally Planned Extended Home – Learning Tasks: Writing a monologue Summary of the story Evaluation of performance
Reading / literacy / Oracy: Reading off the board Writing/reading devised scripts Written HL	Reading / literacy/ Oracy: Reading off the board Reading fairy-tale stories as a basis for devising Written HL	Reading / literacy/ Oracy: Script reading aloud and in groups Written HL	Reading / literacy/ Oracy: Reading and rehearsing monologue off the board Written HL
Numeracy: Counting into groups in warm up activities	Numeracy: Being aware of timing in the performance	Numeracy: Counting out scripts Timing performances	Numeracy: Counting seconds to help build tension
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Drama Club – preparation for the school musical and subsequently Friends and Family performances Opportunities for on-stage and backstage support – lighting, costume, set, props design Rewards trip for drama club students Development of student relationships and personal confidence			