Programme of study for Drama – Year 7

Autumn term	Spring (1st term)	Summer (1st term)
Sept - Dec	Jan-Apr	April-July
Topic / Big Question: Introduction to Drama Skills	**Topic / Big Question:** Exploring Performance Style – Darkwood Manor	**Topic / Big Question:** Performing a Script – Shakespeare (Macbeth)
Skills (students should be able to do): Freeze frame Thought track Mime Dialogue Devise a scene in groups Flashback Split stage Perform to an audience with basic confidence	**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	**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
Key Learning Outcomes (students should know): Basic drama skills (volume, tone, facial expressions, movement, body language) The importance of using both physical and vocal skills to communicate on stage Use of dialogue Devising a scene Creating characters Performing with confidence	**Key Learning Outcomes (students should know):** The key information about Darkwood Manor Key principles of Physical Theatre How to create mood, atmosphere and tension on stage, including through design elements of sound and lighting	**Key Learning Outcomes (students should know):** The plot and characters of *Macbeth* especially the witches, Macbeth, Lady Macbeth, Banquo, King Duncan Key Shakespearean language How to interpret a script to understand characters Exploring stage directions and use of stage space to show relationships Using knowledge from Darkwood Manor to create atmosphere in the witches scene
Autumn Term – centrally planned, standardised and teacher marked piece(s) of work	**Spring Term – centrally planned, standardised and teacher marked piece(s) of work** Performance of a devised Darkwood Manor story from a stimulus	**Summer Term – centrally planned, standardised and teacher marked piece(s) of work** Performance of the Lord and Lady Capulet and Juliet scenes from *Romeo and Juliet*

Secret Door final performance and short written evaluation of work	Online quiz	Online quiz
Building understanding: Rationale / breakdown for your sequence of lessons: We have developed this scheme over the last couple of years to ensure we can give more time to teaching students the key performances skills and how to devise effectively, as well as 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 provides a mix of group, 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.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Students love this scary scheme of work as an introduction to physical theatre. 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 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.	**Building understanding: Rationale / breakdown for your sequence of lessons:** This scheme works well 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 skills. Students are reminded of the key skills required for performance throughout the scheme, creating characters such as the witches, but looking more in depth at the emotions of Macbeth and Lady Macbeth.
Home – Learning: Developing a mime Character profile Short written evaluation	**Home – Learning:** Writing a monologue Writing a character profile Online quiz	**Home – Learning:** Key Shakespeare facts Character profiles Line learning
Reading / High Quality Text: Reading off the board Writing/reading devised scripts	**Reading / High Quality Text:** Reading from the board Monologue from character from the board Each other's character profiles and monologues to offer feedback	**Reading / High Quality Text:** Script reading of Shakespearean language, aloud and in groups Reading off the board
Numeracy: Counting into groups in warm up activities, developing spatial awareness, being aware of time	**Numeracy:** Counting seconds to help build tension Counting into groups for warm ups Spatial awareness in group activities	**Numeracy:** Counting out scripts Timing performances

management in rehearsal and keeping to time in performances		
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Drama Club – preparation for the school musical and Friends and Family performances Opportunities for on-stage and backstage support – lighting, costume, set, props design Rewards trips Development of student relationships and personal confidence Arts Week – Questors Theatre trip opportunity, showing of Peter Pan (National Theatre online), performance workshops		