

**Year 7 - Drama**

<p><b>Curriculum intent</b></p>	<p>The drama curriculum encourages students to be creative, confident speakers who can successfully embody characterisation and understand how to interpret and explore scripted performance successfully. Students will develop emotive responses to society, different cultures and the world around them.</p> <p>The drama curriculum is designed and sequenced to enable students to develop their historical knowledge, social emotional intelligence, drama skills, techniques, terminology and creativity which builds from Y7-Y11.</p>					
<p><b>Term</b></p>	<p><b>Autumn 1 – Baseline/The Island</b></p>	<p><b>Autumn 2 – Victorians / Oliver Twist</b></p>	<p><b>Spring 1 – Oliver Twist</b></p>	<p><b>Spring 2 – Cultural Drama</b></p>	<p><b>Summer 1 – Midsummer Nights Dream</b></p>	<p><b>Summer 2 – Playmaking</b></p>
<p><b>Knowledge</b></p>	<p>Students need to know what the basic concepts of what constitutes drama and performance. They need to understand the knowledge of what is a character and how to create a credible role. They must understand the constraints of living on a remote island.</p>	<p>Students need to understand the time-period of the Victorians. They need to understand the theoretical knowledge of social class, rehearsal techniques, technical theatre and analysing acting skills. They must also understand what a monologue and duologue are. They explore the set-text of Oliver Twist and understand the plot and characters.</p>	<p>Students need to complete exploring the play-text Oliver Twist.</p> <p>They perform a duologue of Oliver and Dodger.</p> <p>They must understand the plot and narrative of the play. Understand what a scene and an act are. Costume design and vocal dynamics.</p> <p>They complete the theoretical content and complete a written exam.</p>	<p>Students need to understand the basic time period of drama starting from Greek Theatre, Medieval Drama, Naturalism, Melodrama, Physical Theatre. They explore five different periods throughout theatre history including <b>Greek</b> 550 BC – 220 BC, <b>Medieval Drama</b> (mystery plays), morality (George Dragon) 401-1500, <b>Commedia</b> 1510-1650 (pantomime), <b>Naturalism</b> 20<sup>th</sup> Century Drama 1880-1940, <b>Physical Theatre</b> 1980-modern day.</p>	<p>Students need to understand the plot content for the play A Midsummer Nights Dream for Shakespeare. They should understand the love triangle of Hermia, Helena, Lysander and Demetrius. The conflict between Oberon and Titania and the role of the Mechanicals in the play. They must understand that this play is a comedy and the time period of the text.</p>	<p>Students need to understand the roles within the performing arts industry which constitute to putting on a play.</p> <p>Budget Auditions Director Actor Lighting designer Costume design Staging Marketing / tickets</p> <p>The differences between drama and Theatre.</p>
<p><b>Skills</b></p>	<p>Students will develop the drama skills of:</p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Characterisation</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Exploring scripted drama.</li> <li>• Subtext.</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Exploring scripted drama.</li> </ul>	<p>Students will develop:</p> <ul style="list-style-type: none"> <li>• Freeze frames.</li> <li>• Mime and ritual.</li> <li>• Choreography.</li> <li>• Physical Theatre.</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Exploring scripted drama.</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Actor.</li> <li>• Director.</li> </ul>

	<ul style="list-style-type: none"> <li>• Role-on-the-wall</li> <li>• Hot-seating</li> <li>• Freeze frames</li> </ul>	<ul style="list-style-type: none"> <li>• Mime.</li> <li>• Characterisation.</li> <li>• Vocal dynamics</li> <li>• accent</li> <li>• Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring devised drama.</li> <li>• Mime.</li> <li>• Freeze frames.</li> <li>• Vocal dynamics</li> <li>• Accent</li> <li>• Movement</li> <li>• Analysis</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Scripted performance.</li> <li>• Duologue.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Shakespearian language.</li> <li>• Mime.</li> <li>• Duologue.</li> <li>• Monologue</li> <li>• Sub-text.</li> <li>• Characterisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Costume and lighting designer.</li> <li>• Use of props.</li> </ul>
<b>Assessments</b>	<p>Students create a solo improvised mime or role-play depending on ability in week 2.</p> <p>Students prepare a group devised piece based on The Storm at the end of HT1.</p>	<p>Students will explore the text Oliver Twist.</p> <p>They will receive formative assessment of key scenes to supporting acting skills development.</p>	<p>Students will develop a scripted performance of a duologue.</p> <p>They will also complete a written assessment,</p>	<p>Students will have formative feedback on workshop sessions.</p>	<p>Students will develop a performance using scripted extracts to combine and make a group collaboration at the end of the half-term.</p>	<p>Students will perform a performance of a scripted performance</p>
<b>Curiosity</b>	<p>Students could visit <a href="https://www.bbc.co.uk/bitesize/guides/zc8tgk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zc8tgk7/revision/1</a></p> <p>They could read William Goldings 'Lord of the Flies' to understand what living on a remote island would be like.</p> <p>Students will be invited to attend drama club.</p> <p>Students could audition for the school production</p>	<p>Students could read the play text Oliver Twist by Charles Dickens.</p> <p>They could watch the film Oliver (musical)</p> <p>Students will be invited to attend drama club.</p> <p>Students could audition for the school production</p>	<p>Students will be invited to attend drama club.</p> <p>Students could read the play text Oliver Twist by Charles Dickens.</p> <p>They could watch the film Oliver (musical)</p> <p>Students could be taking part in the school production</p>	<p>Students could visit <a href="https://www.bbc.co.uk/bitesize/guides/z7xbnrdr/revision/5">https://www.bbc.co.uk/bitesize/guides/z7xbnrdr/revision/5</a></p> <p><a href="https://www.youtube.com/watch?v=aSRLK7SogvE">https://www.youtube.com/watch?v=aSRLK7SogvE</a></p> <p><a href="https://www.youtube.com/watch?v=6NnmH1MUniY">https://www.youtube.com/watch?v=6NnmH1MUniY</a></p> <p><a href="http://www.ancientgreece.com/s/Theatre/">http://www.ancientgreece.com/s/Theatre/</a></p> <p>Students could be taking part in the school production</p>	<p>Students could visit <a href="https://www.youtube.com/watch?v=M1wMfOwlAZ8">https://www.youtube.com/watch?v=M1wMfOwlAZ8</a></p> <p>Students could read <a href="https://www.shakespeare.org.uk/explore-shakespeare/shakespeare/midsummer-nights-dream/">https://www.shakespeare.org.uk/explore-shakespeare/shakespeare/midsummer-nights-dream/</a></p> <p>Students could be taking part in the school production</p>	<p>Students could visit <a href="https://www.ticketsource.co.uk/blog/how-to-successfully-put-on-a-theatre-play">https://www.ticketsource.co.uk/blog/how-to-successfully-put-on-a-theatre-play</a></p> <p>Students could be taking part in the school production</p> <p><a href="https://www.youtube.com/watch?v=DykVJl6wr_4">https://www.youtube.com/watch?v=DykVJl6wr_4</a></p>

