**DRAMA**

**YEAR 7**

| **SOW** | **SKILLS & TECHNIQUES** | **ANTI-BULLYING PROJECT** |  |  |
| --- | --- | --- | --- | --- |
| **Knowledge** | Rehearsing  Acting  Working as a team | Rehearsing  Acting  Working as a team  Bullying issues |  |  |
| **Skills** | Acting skills  Rehearsal Skills  Listening skills  Interpretative skills | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative skills |  |  |
| **Vocabulary** | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime |  |  |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes |  |  |
| **How does this knowledge link to/build on prior knowledge?** | Building on Primary School Knowledge  First lesson relates to skills that have been acquired from primary | Builds on the initial skills and techniques workshops |  |  |
| **Is knowledge embedded consistently across the SOW?** | Yes | Yes |  |  |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes when used practically | Yes when used practically |  |  |
| **What (if any) additional vocabulary is needed to access this SOW?** |  |  |  |  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime |  |  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Reminders of the practical task relating to each technique usually helps when activating prior knowledge | Reminders of the practical task relating to each technique usually helps when activating prior knowledge |  |  |

**Year 8**

| **SOW** | BRECHT | PANTO | STANISLAVSKI | SHAKESPEARE | DARKWOOD MANOR | GREASE |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge** | Rehearsing  Acting  Working a team  Stage areas  Non-Naturalism | Rehearsing  Acting  Working a team  Stage areas | Rehearsing  Acting  Working a team  Stage areas  Naturalism | Rehearsing  Acting  Working a team  Stage areas  Who is Shakespeare?  The Globe | Rehearsing  Acting  Working a team  Stage areas  Whodunnit | Rehearsing  Acting  Working a team  Stage areas  Musical Theatre |
| **Skills** | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative skills  Characters  Play plot & Structure | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative skills  Characters  Play plot & Structure | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative skills  Characters  Play plot & Structure | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative skills  Characters  Play plot & Structure | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative  Characters  Play plot & Structure | Acting skills  Rehearsal Skills  Devising skills  Listening skills  Interpretative skills  Characters  Play plot & Structure |
| **Vocabulary** | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime  Placards  Gestus  Epic Theatre  Fourth Wall  Narration  Split Role  Episodic Structure | Stock characters  Melodramatic  Commedia dell’arte  Theatrical Conventions  Slapstick  Direct Audience Address  Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime  Placards | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime | Prologue  Playwright  (Shakesperian language)  Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime | Stimulus  Suspect  Muti-Role  Melodrama  **Mediocre** - less than average  **Penniless** - no money left  **Hounded** - Head pecked  **Creditors** - people he owes money to  **Pen his memoirs** - Write his memories  **Formerly** - Used to be  **Professor** - a very clever person who studies something in particular  **Funded** - paid for  **Ancient artefacts** - Very old items, found and put in museums  **Tomb** - grave  **Pastor** - Vicar  **Shady** - Dodgy  **Charismatic** -  **Run-ins** - Arrests  **Law** - Police  **Courting** - dating  **Wealthy Patrons** - rich people who attend his church  **Unholy** - Not what God would want  **Fleece his new flock** - Get something out of his new church goers  **Socialite** - a person who is well known in fashionable society and enjoys social activities and entertainment  **Widow** - a woman who has lost their husband  **Running low** - not much left  **Inheritance** - money gained from dead relatives  **Titbits** - little bits of information  **Aspiring** - looking good / looking up  **Unflattering reviews** - not very nice comments  **Wealthy escorts** - dating rich people  **Estrangement** - have nothing more to do with / ignored  **Accidentally uncover** - find out some information by accident  **Housekeeper** - keeps the house running by doing all the chores / jobs  **Dedicated service** - hard work over many years  **Compensation** - pay back  **Delicious scheme** - Juicy idea  **Cooking-up** - Creating a plan | American Dialect  Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Yes | Yes | Yes | Yes | Yes |
| **How does this knowledge link to/build on prior knowledge?** | Previous skills and techniques  Rehearsal and performance experience  Scripted and devising  In year 7 pupils learned how to  Understand the skills and techniques used in drama  Non-Naturalistic techniques. This links directly into this unit of work | Previous skills and techniques  Rehearsal and performance experience  Scripted and devising  Pupils may have been to see a panto. Many of the Non-Naturalistic techniques used in year 7 and in the previous Brecht unit are used in this unit. | Previous skills and techniques  Rehearsal and performance experience  Scripted and devising  In this unit the opposite to Non-Naturalism, Naturalism is used. Pupils should have a clear knowledge of what Non-Naturalism is by now so this will be linked to Naturalism in this new unit. | Previous skills and techniques  Rehearsal and performance experience  Scripted and devising  Pupils will now have studied Naturalism which links into this unit. They will have also studied some Shakespeare in English. | Previous skills and techniques  Rehearsal and performance experience  Scripted and devising  Pupils can use all Naturalistic and Non-Naturalistic skills in this unit. They will also use melodrama which was taught in the panto unit. | Previous skills and techniques  Rehearsal and performance experience  Scripted and devising  Pupils can use all Naturalistic and Non-Naturalistic skills in this unit. They will also use melodrama which was taught in the panto unit. |
| **Is knowledge embedded consistently across the SOW?** | Yes | Yes | Yes | Yes | Yes | Yes |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes | Yes | Yes | Yes | Yes | Yes |
| **What (if any) additional vocabulary is needed to access this SOW?** |  |  |  |  |  |  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** |  |  |  |  |  |  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** |  |  |  |  |  |  |

**Year 9**

| **SOW** | **REHEARSAL & PERFORMANCE** |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge** | Rehearsing  Acting  Working a team  Stage areas  Musical Theatre |  |  |  |  |
| **Skills** | Acting skills  Rehearsal Skills  Listening skills  Interpretative skills |  |  |  |  |
| **Vocabulary** | Still Image  Freeze Frame  Flashback  Cross Cutting  Slow Motion  Narration  Multi-Rolling  Thought Tracking  Mime  Expression  Social Class  Nature v’ Nature  Violence  Body Language  Posture  Gait  Gesture  Stereotype  Characteristics  Stage Directions |  |  |  |  |
| **Does the knowledge above marry up with KO?** | Yes- |  |  |  |  |
| **How does this knowledge link to/build on prior knowledge?** | Previous acting skills  Knowledge of the play  Knowledge of how society works |  |  |  |  |
| **Is knowledge embedded consistently across the SOW?** | Yes |  |  |  |  |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes |  |  |  |  |
| **What (if any) additional vocabulary is needed to access this SOW?** |  |  |  |  |  |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** |  |  |  |  |  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** |  |  |  |  |  |