**Drama Year 7 Curriculum Plan**

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| I am Year 7 |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PRIOR LEARNING | **MATILDA**  Development of basic skills: co-operation, listening & communication.  Familiarity of story and Roald Dahl’s characters. | | **SHAKESPEARE**  History of Theatre  Shakespeare | | **BULLYING**  Using Drama to explore social themes/issues  Practical role play and improvisation around the theme of bullying, from a range of perspectives. | |
| KNOWING WHAT…  (Substantive) | Exploration of character  Techniques - Role on the Wall and Hotseating  Depth and richness of character | | Plot Summary for Macbeth  Character analysis Macbeth and Lady Macbeth  Themes such as ambition, power, guilt and fate  Setting and atmosphere  Cultural and historical context | | Defining bullying and its various forms: verbal, physical, social and cyberbullying.  Impact on individuals and communities.  Emotional, psychological and social consequences of bullying.  Use of role play, improvisation and forum theatre to explore different perspectives. | |
| KNOWING HOW…  (Disciplinary) | Technical aspects of acting:  Vocal skills: accent, volume, pitch, tone, pace.  Physical skills: movement, posture, gesture, facial expression.  Working together as a chorus – vocally & physically. | | Integrating dramatic and performance elements  Bring key moments to life  Analyse character emotions | | Psychological aspects of bullying, motivations behind aggressive behaviour, the impact on mental health, and the long-term effect on both bullies and victims.  Analysing verbal and nonverbal communication cues, the power of language, and how effective communication can address and prevent bullying.  Digital literacy: responsible digital behaviour, online safety and the impact of social media. | |
| ASSESSMENT | Group performance: retelling the story of Bruce Bogtrotter and the cake.  Focus on characterisation and the use of performance skills to convey character, mood and atmosphere. | | Group performance task: using performance skills to create a nightmare/dream scene for Macbeth or Lady Macbeth.  Manipulating skills to fit the style of a dream.  Creation of atmosphere. | | Group performance of a scripted scene.  Focus on a sensitive and empathetic response. | |