



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### DRAMA

## INTENT

*Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.*

In an ever-changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our Local, National and Global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change. Drama students will explore style and genre as well as developing their own acting skills through many practical performances while studying the AQA syllabus at Key Stage Four. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.



## YEAR GROUP

**YEAR 7**

## RATIONAL / NARRATIVE

Students will be able to adopt, create and sustain a range of roles through the exploration of improvisation, devising and script work. They will watch and respond to a range of theatre performances. Through topic-based learning, students will experiment with transferable skills, which challenge them to see their world and their place within it. They are encouraged to step out of their comfort zone, develop confidence and improve self-esteem.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>KNOWLEDGE</b>	Darkwood Manor: Tension and Atmosphere and performance skills	Comedy: Mask and Mime Silent Movie	Ghost Boys: Debate, problem solving, bullying and identity.	Culture: Exploring different cultures through character creation	Billy Elliot: Exploring Musical Theatre through the political issues of the 80's.	Physical Theatre: Stimulus Exploration
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Creating and sustaining a character</li> <li>• Intro to teacher in role</li> <li>• Physical Theatre</li> <li>• Working in Role</li> <li>• Creating Dramatic Tension</li> <li>• Prepared and spontaneous improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Comedy</li> <li>• Rules of Mask</li> <li>• Mime</li> <li>• Farce/Slapstick</li> <li>• Commedia Del' arte</li> </ul>	<ul style="list-style-type: none"> <li>• Debating, creating character</li> <li>• Exploring Identity</li> <li>• Working in Role</li> <li>• Teacher in Role</li> <li>• Defining Space</li> <li>• Prepared and spontaneous improvisation</li> <li>• Script reading and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Ensemble work for whole class performance</li> <li>• Learning Lines. Prepared Improvisation</li> <li>• Working in Role</li> <li>• Teacher in Role</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble work for whole class performance</li> <li>• Musical Theatre</li> <li>• Learning Lines</li> <li>• Unison</li> <li>• Monologue</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to style</li> <li>• Devising from a stimulus</li> <li>• Body as Prop</li> <li>• Introduction to a practitioner</li> <li>• Physicality</li> <li>• Performing a script</li> <li>• Multi-rolling</li> <li>• Stage combat</li> </ul>
<b>ASSESSMENT</b>	Progress Check: Role in performance: practical assessment of working in role and character development.	Progress Check: Effective use of Mime.	Progress Test: Ghost Boys inspired Performances.	Progress Check: Effective use of Abstract Techniques.	Progress Check: Musical Theatre performance.	Progress Test: Create a performance in response to a stimulus, using physical theatre
<b>HOME LEARNING</b>	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Progress Check: Musical Theatre performance. Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.



## READING, WRITING, TALK, NUMERACY

Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly.  
 Writing: Creative writing techniques embedded within the planning stages of creating a performance.  
 Identifying genre and theme.  
 Talk: Developing the use of emotive and empathetic language to create tension and atmosphere.

Reading  
 Researching and collating information from variety of text.  
 Key words and instruction. Rules of Mask.  
 Understanding audience and purpose  
 Communication  
 Speaking and Listening skills  
 Evaluative skills  
 Problem solving.  
 Communicating emotion through physicality, storytelling and detail.  
 Understanding audience and negotiating best use of devising techniques.  
 Extended evaluation of detail, choice of movement and impact on audience

Writing – Punctuation  
 Reading  
 Selecting appropriate material.  
 Identifying Genre and theme.  
 Creating Tension and Atmosphere through language choice and punctuation. Adjective and Metaphor.  
 Communication  
 Presentation  
 Speaking and Listening skills  
 Evaluative skills  
 Communicating with group members.  
 Problem solving.  
 Creating caricature, using sounds, thought tracking and emotive vocabulary to create atmosphere and tension. To communicate meaning through physical representation

Writing – Sentence structures  
 Reading  
 Selecting Information to present to class.  
 Writing to Persuade  
 Using Questions, feelings and repetition.  
 Communication  
 Speaking and Listening skills  
 Evaluative skills  
 Communicating with group members.  
 Problem solving.  
 Understanding genre of news reports.  
 Communicating to persuade using persuasive vocabulary and justification.  
 Reasoning and debate.

Writing – Clarity & organisation  
 Reading  
 Active reading strategies  
 Identify and define any unfamiliar terms.  
 Cultural Identity and Heritage  
 Creative, in role writing/poetry  
 Communication  
 Speaking and Listening skills  
 Evaluative skills  
 Communicating with group members.  
 Problem solving.  
 Evaluating positives and negatives. Using acting skills and empathy to explore society and status.

Critical Reflection  
 examples of diverse values encountered in society and the clarification of personal values.  
 Constant reflection of teamwork skills. Ability to communicate and work collaboratively in order to create any kind of performance.  
 Survival skills, community coherence and problem solving.

## TIER 2 VOCABULARY

Create  
 Define  
 Explain  
 Respond

Process  
 Role  
 Respond  
 Require

Describe  
 Consider  
 Discuss  
 Prove

Debate  
 Balance  
 Develop  
 Issue

Identify  
 Compare  
 Context  
 Role

Analyse  
 Concept  
 Create  
 Context

## TIER 3 VOCABULARY

Physical Skills (facial expression, posture, gesture)  
 Freeze-frame  
 Improvisation  
 Dramatic Tension  
 Transition

Pantomime  
 Commedia dell Arte  
 Impersonation  
 Stereotype  
 Farce

Genre  
 Duologue  
 Narration  
 Characterisation  
 Given Circumstances

Abstract technique  
 Monologue  
 Society  
 Choral Speaking  
 Tableaux  
 Discrimination

Adversity  
 Musical theatre  
 Strikes  
 Gender Stereotypes  
 Ensemble  
 Grief

Physicality  
 Physical Theatre  
 Practitioner  
 Body as Prop  
 Stage combat



## PSPSMC, BRITISH VALUES AND DIVERSITY

<p>Students develop their in-class relationships. While collaborating with new people Students develop and use their social skills to build and maintain a range of positive relationships. Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.</p>	<p>Students explore Relationships and Cultural Diversity through script work based on police violence and racial discrimination. The characters in Ghost Boys explore multiple roles and responsibilities in society through storytelling and that making positive relationships and contributing to groups, teams and communities is important.</p>	<p>Critical Reflection examples of diverse values encountered in society and the clarification of personal values. Constant reflection of teamwork skills. Ability to communicate and work collaboratively in order to create any kind of performance. British values and culture.</p>	<p>Risk Developing the confidence to try new ideas and face challenges safely, individually and in groups.</p>	<p>Diversity Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation. Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.</p>	<p>Critical Reflection examples of diverse values encountered in society and the clarification of personal values. Constant reflection of teamwork skills. Ability to communicate and work collaboratively in order to create any kind of performance. Survival skills, community coherence and problem solving.</p>
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