

Year 7 Drama Curriculum Journey – The Foundations of Drama

The curriculum in Drama will stimulate the creativity of our students to challenge, engage and encourage self-confidence whilst exploring the history of drama, the skills and techniques necessary to devise and perform a piece of drama and to question morality through the medium of Drama.

Topic	Term	Themes explored	Vocab <i>*The vocabulary is in addition to all of the essential skills, new skills and techniques</i>	<p><i>To become an accomplished actor, I will be able to apply the following essential skills to each character that I become:</i></p> <p><i>I will be challenged by the context behind the character I am playing and the difficulty to achieve the artistic aims of the character.</i></p>	Essential Physical Skills	Essentials Vocal Skills	<p><i>I will be learning the following new skills and techniques throughout each topic.</i></p> <p><i>I will be challenged by the increasing complexity of the new skills and techniques I am expected to demonstrate and understand throughout the year.</i></p>	New skills <i>*The following skills will move over to essential skills once year 7 have begun embedding their new knowledge.</i>	Techniques	
Devising techniques using the theme of bullying	Autumn	This project looks at the issue of bullying from all perspectives. At the end of the project, groups of students perform an improvisation about a student who is bullied at school. This theme links to work being done in Personal Development lessons on relationships.	Spatial awareness (always give the audience the best view)		<p>*This topic is used as a baseline as students begin their journey at Holy Family.</p>	<p>*Students will develop and embed the essential vocal skills as they enter Year 8.</p>		<p>Body Language Facial Expressions Gesture</p> <p>THE BFG</p>	<p>Body Language Facial Expressions Gesture</p> <p>THE BFG</p> <p>Levels on stage and how to link this with status of characters.</p>	<p>Freeze Frame</p> <p>Thought Tracking</p> <p>Improvisation</p>
Mime using Big Al (Al Capone)	Spring	During this topic, pupils will be given the opportunity to perform a silent movie set in 1920's, downtown Chicago. They will learn the principles of mime bringing comedy into their performance. The performance will be accompanied by a piano recording and pupils must work in time with the music to perfect their comedy routines.	<p>Musical Timing</p> <p>Lighting</p>		<p>Body Language Facial Expressions Gesture</p>	<p>Exaggeration with a focus on the essential skills of Drama.</p> <p>Entry and exits</p>		<p>Timing a performance linked to Scott Joplins 'The Entertainer'</p> <p>Cues – Taking cues from other characters, music and lights.</p> <p>Mime – Pupils over exaggerate their BFG to express intention.</p> <p>Levels – Using levels on stage to demonstrate power.</p>		
Text using a range of ambiguous scripts	Summer	This project is about using a variety of texts as stimuli for drama. At the end of the project, students perform a scene from the script of a mini play. They	<p>Ambiguous</p> <p>Emotions</p>		<p>Body Language Facial Expressions Gesture</p>	<p>Proxemics</p> <p>Projection</p> <p>Tempo</p>		<p>Blocking – Planning a scene once a script has been interpreted.</p>		

		will learn how playwrights use scripts to create tension. They will understand how lines of text can be interpreted in different ways and how this can impact an audience. This is explored using relevant themes like the impact of social media – What we write and how it can be interpreted.						<p>Pace</p> <p>Tone (emotion is the terminology used as they transition into year 8).</p> <p>Pitch</p>	<p>Stage positioning – Placing characters on stage with purpose linked to their intentions and status.</p> <p>Dramatic pause – Understanding the power of a pause on stage and how this can impact a conversation.</p> <p>Dramatic silence - Understanding the power of silence on stage and how to move the story forward when no one is speaking.</p>
Formative Assessment	I will complete formative assessment every lesson. I will recall my previous learning, demonstrate my knowledge through practical exploration, develop my knowledge through deeper thinking and discuss my intentions with my peers. I will receive verbal feedback from my teacher every lesson, this will help me to continue to make progress throughout each lesson.								
Summative Assessment	I will complete a formal assessment at the end of each topic. I will be assessed on my ability to demonstrate the essential skills, new skills and techniques that have been taught throughout the topic. I will be expected to combine all learning and perform a key role to an audience.								