

DRAMA- YEAR 7-INTRODUCTION TO DRAMA – Terms 1 and 2

This unit prepares students to be able to develop as creative, effective and reflective individuals able to work collaboratively to create and perform drama.

This feeds forward to Year 8 ‘Melodrama and Naturalism’, Year 9 ‘Curious Incident of the Dog in the Night-Time’ and Component 2-Devising Drama at GCSE.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<u>Week 1:</u> For students to know the expectations of how to work together in drama.	To understand the importance of CONCENTRATION, COOPERATION and CREATIVITY in drama and demonstrate these skills. To know and show how to create an effective FREEZEFRAME. <i>This feeds forward to all performance lessons at KS3 and GCSE Component 2.</i>	CONCENTRATION COOPERATION CREATIVITY FREEZEFRAME	Anyone with, anyone who Leader of the Movement Escape Giants, Wizards, Goblins Where Are We, Summer Freeze-frames?  Self- Assessment	
<u>Week 2:</u> For students to know the expectations of how to work together in drama and to use PHYSICAL SKILLS.	To understand the key features of successful MIME and demonstrate this throughout the lesson. To add this to a FREEZEFRAME. <i>This feeds on from the last lesson.</i> <i>This feeds forward to Lessons 4 and 6 of ‘Chicken’ (Year 8) and Lesson 2 of ‘Curious Incident’ (Year 9).</i>	MIME EXAGGERATION FACIAL EXPRESSION FREEZEFRAME	Lying Mime What’s in the box? Solo hobbies Family breakfast Where are We Freeze-frames?	

<p><u>Week 3:</u> For students to use PHYSICAL SKILLS.</p>	<p>To understand how to use MOVEMENT and SOUND to create effective drama and demonstrate this knowledge along with MIME and FREEZE-FRAME. This feeds on from Lessons 1 and 2. This feeds forward to Lessons 4 and 5 of 'Curious Incident' (Year 9) and GCSE Component 2.</p>	<p>MIME MOVEMENT POSTURE FACIAL EXPRESSION SOUNDSCAPE SLOW MOTION</p>	<p>TIR as Mrs Whitely 3s interviewing villager Whole class feedback. Teacher models SLOW MOTION technique. Statues and gardens nightmare scene in small groups using SLOW MOTION. Show and evaluate.</p>	
<p><u>Week 4:</u> For students to be able to use script.</p>	<p>To understand how to BLOCK and REHEARSE script and demonstrate this knowledge along with use of MIME, FREEZEFRAME, MOVEMENT and SOUND. This feeds on from Lessons 1-3. This feeds forward to Year 8 Lesson 3, and Year 9 Lesson 2.</p>	<p>BLOCKING REHEARSING SIGHTLINES STAGE POSITIONS</p>	<p>Areas of a stage game Forum theatre to model BLOCKING ideas. Rehearse script 'Alone in the House" Perform and peer evaluate BLOCKING, SIGHTLINES and STAGE POSITIONS.</p>	
<p><u>Week 5:</u> For students to be able to devise Drama.</p>	<p>To learn some of the techniques for devising drama from a stimulus and demonstrate this in performance. This feeds on from Lessons 1-4. This feeds forward to Year 8 Lesson 6, and Year 9 Lesson 5. This feeds forward to GCSE Component 2.</p>	<p>FREEZEFRAME MIME BLOCKING REHEARSING SPLIT SCENE SLOW MOTION CHORAL SPEAKING</p>	<p>Everybody be a...(Christmas themed) Pairs Freeze frame Christmas scenes Small groups devise Christmas themed piece using all techniques learnt in terms 1 and 2.</p>	

<p><u>Week 6:</u> For students to revise the techniques used this term.</p>	<p>To recap key techniques and test students' knowledge through a series of seasonally themed games. Feeds on from Lessons 1-5. Feeds forward to Year 8 Lesson 6, and Year 9 Lesson 6. This feeds forward to GCSE Component 2.</p>	<p>CONCENTRATION COOPERATION CREATIVITY FREEZEFRAME MIME BLOCKING REHEARSING SPLIT SCENE SLOW MOTION CHORAL SPEAKING SIGHTLINES STAGE POSITIONS</p>	<p>Anyone With... Leader of the movement Escape Giants, Wizards, Goblins Where Are We? Pass the key One Word Story The number game Freeze frame charades</p>	