**DRAMA – Year 7 Curriculum**

| Content<br>(Intent) | Links to prior learning | Skills and Assessment<br>(Implementation) | Expected Learning Outcomes<br>(Impact) |
|---|---|---|---|
| **Term 1**<br>**Learning to Learn: Introduction to the study of Drama**<br>• What is Drama?<br>• Group based exercises.<br>• How to effectively work in a group.<br>• Working with stimulus. | To develop the basic skills of drama and interpretation of facts which have been learned at primary school.<br>**Movement**<br>**Gesture**<br>**Facial expressions**<br>**Eye contact** – Staring, glaring, fleeting. Avoidance of eye contact with others to show they are uncomfortable.<br>**Voice** – Pitch (high and squeaky, low and soft etc.). Volume (loud / soft etc.). Tone (angry, pleasant, nervous). Speech impediments like stutters or lisps can be useful if you are trying to achieve a highly nervous or comic character. | Skills:<br>• Knowledge of the dramatic processes.<br>• Forming arguments.<br>• Structure of a piece of drama.<br>• Fundamental questions<br><br>Assessment:<br>• Spontaneous and planned improvisation.<br>• Fundamental questions. | To understand ways of learning that explores working independently, with others (group) as well as different strategies that help to retain information.<br><br>Be able to use basic drama terminology/Elements of Drama and particular word choices and techniques that will be used extensively. |
| **Term 2**<br>**Applied Skill:**<br>• Purpose of Warm ups.<br>• Centring Exercises and Body Language.<br>• Tableaux and Status/Power<br>• Training the Voice<br>• Performance (The Lake) | To expand students' knowledge and skill base.<br><br>To develop students' understanding further of ensemble, stimulus and devised work through various extensions of previous activities with use of script and improvisation techniques. | Skills:<br>• Movement and mime.<br>• Rhythm and repetition.<br>• Vocals.<br>• Tableaux and/or soundscape<br>• Working effectively as an ensemble.<br>Assessment:<br>• The Lake – testing knowledge on how to devise and perform using vocal dynamics, choral work, tableaux, power and status of characters. | To understand how to implement movement and mime into a devised piece with given stimulus and structured.<br><br>To be able to consider how to use rhythm and repetition to give status to the topic and character.<br><br>To continue to develop working in a group and effectively incorporate ensemble work within their pieces. |

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| **Terms 3**<br>**Dark Wood Manor**<br><br>• Still image<br>• Thought Tracking<br>• Physical theatre<br>• Narration<br>• Hot seating<br>• Role-play | • Stimulus<br>• Movement<br>• Mime<br>• Status<br>• Ensemble work<br>• Improvisation. | Responding in role to Teacher-in-role.<br><br>Developing and exploring ideas using key skills, with particular focus on demonstrating character through vocal skills.<br><br>Evaluating the effectiveness of own work and that of others, using subject specific vocabulary and concise use of spoken English. | To understand and use a range of drama skills and strategies to develop story telling.<br><br>To work both independently and as part of a group.<br><br>To use elements of drama and the drama medium in or to show tension and create believable characters. |
| **Term 4**<br>**Character Development**<br>• Performing Scenes with a dialect.<br>• Thinking, Feeling and Willing<br>• Emotions<br>• Character Walks<br>• Hot-Seating | • Mime<br>• Clowning exercises<br>• Status<br>• Believable Characters<br>• Movement | Skills:<br>• Knowledge<br>• How to perform dialect<br>• Different types of walk using physicality.<br>• Use of facial and body movement to portray emotions.<br>Assessment: Test knowledge on how to create and perform a character. | To understand how to perform different dialects to create different characters.<br><br>To learn how to use their physical movements as well as their facial movements to portray emotion and physical characteristics. |
| **Term 5/6**<br>**You Me and Mrs. Jones**<br>**Script Deconstruction.**<br>• Annotations<br>• Script Deconstruction<br>• Character analysis<br>• Script reading | • Character<br>• Ensemble work<br>• Mime<br>• Physicality | Skills:<br>• Knowledge of script construction.<br>• Character analysis.<br>• From page to stage.<br>• Technical terms. | Students will have learned how to utilise their skills for spontaneous improvisation and<br>planned improvisation pieces to create an effective piece of theatre by using a piece of scripted work from You Me and Mrs. Jones. |

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|---|---|---|---|
| • Blocking | | Assessment: Performance of an extract | |