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| **Year 7 – Drama**  |
| **Curriculum intent** | The aim of the curriculum is that students are able to develop understanding of some of the key theatrical concepts required as the foundational building blocks necessary to build knowledge and foster a love of learning of performing, creating devised work and exploring Theatre roles and responsibilities. Students will understand theatre techniques, staging ideas, have lighting opportunities and will hopefully build confidence to express their own thoughts and opinions either on topical or scripted themes. Students will receive a mixture of practical and theory lessons and demonstrate the skills learnt in the classroom in assessments. |
| **Term** | **Autumn 1-Topic 1** | **Autumn 2 – Topic 2** | **Spring 1 – Topic 3** | **Spring 2 – Topic 3** | **Summer 1-Topic 4** | **Summer 2 – Topic5** |
| **Knowledge** | Theatre in the Making: Developing vocal and physical skills in an improvisation. | Television Advertising and persuasive language. | Rehearsals and Planning:Developing a scripted scene from ‘The Terrible Fate of Humpty Dumpty’: Playwright David Calcutt | Staging and performance:Performing a scripted scene from ‘The Terrible fate of Humpty Dumpty’: Playwright David Calcutt | News reporting: Social and topical events. | Digital/Live Performance- Approaches and Processes |
| **Skills** | Establishing expectations, boundaries and positive relationships and introducing **stereotypes and characterisation****Keywords:**StyleAnalysing EvaluatingCharacterisationMonologueTableauxReadingWriting | To have begun to understand the influence of advertisements in shaping our attitudes: skills used to persuade**Resource**: **WAGOLL:** Effective TV adverts **SKILLS:** Non-fiction reading &writing skills. Performance skills (to persuade)**.** Creative thinking skills**Keywords:**StyleGenreAnalysing EvaluatingCharacterisationStaging (ideas)MonologueTableaux | To understand the themes and storyline of the play ‘The Terrible Fate of Humpty Dumpty’ (T.F.H.D): Rehearsal management**SKILLS:** Fiction reading skills Performance skills & techniques, Lighting/sound planning, Time period.**Keywords:**StyleGenreAnalysing EvaluatingCharacterisationStaging (ideas)MonologueTableaux | To rehearse the whole scene and be ready to perform a scene: Performance and staging skills.**Keywords:** Rehearsal techniquesAudienceTime periodSocial ClassStagingProps – referred toGenreSound effectsLine learning techniques | To make connections with their own ideas compared to the visual stimulus: Research and performance skills.Intro to documentary/informative style improvisation.**Keywords:**StyleGenreAnalysing EvaluatingCharacterisationStaging (ideas)MonologueTableaux | To understand the themes and reflect on learnt techniques in the film: Research, observational and analytic skills. **SKILLS:** Creative thinking skills. Stimulus Research Creative writing skills. Performance skills skills/techniques**Keywords:**GenreAnalysing EvaluatingCharacterisationThemes |
| **Assessments** | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | An analysis and evaluation of a successful performance written task and devised performance. |
| **Enrichment****\*\*Drama Club open to all year groups to develop vocal and physical skills** | Writing a character monologue and bringing props and costume for the role.<https://www.youtube.com/watch?v=yDPSr8gbnxA> | Theatre visit – Pantomime tbcResearch products, creating own logo, motto, jingle and character costume.<https://www.creativebloq.com/features/top-10-tv-logos-of-all-time> | Theatre Company perform in school developing theme of Bullying tbc.Researching the play and context; <https://uteachlessons.com/lesson-index/english/ks3/the-play-the-terrible-fate-of-humpty-dumpty/><https://prezi.com/wjxi25--e5pw/the-terrible-fate-of-humpty-dumpty/><https://annanacademyenglishdepartment.wordpress.com/online-learning/higher-and-intermediate-1-and-2/the-critical-essay/int-1-drama/><https://prezi.com/h_nak3tqs1vf/design-project-terrible-fate-of-humpty-dumpty/> | Learn character dialogue.<https://www.stagemilk.com/how-to-learn-lines/> | Research social events: Research facts for decided story.<https://www.youtube.com/watch?v=8_NmVtnEEA8><https://www.youtube.com/watch?v=4tniGGAgmP0> | Theatre visit: Watch a live performance tbc.Preparing draft notes per paragraph for evaluation.Research themes: Kindness, differences and prejudice |