Drama Unit Overview Year 7

There is no Drama curriculum in Year 6, therefore learning for this year group will go ahead as normal. Lessons will take place in a classroom setting, however, they will still be learning key Drama skills through both theory and individual interactive tasks.

Within every scheme of work in Drama we aim to develop our 5 key skills- confidence, independence, communication, empathy and creativity. As well as the development of these transferable skills, students will also learn dramatic skills-

1. The Drama Techniques of; freeze frame, thought-tracking, slow motion mime, physical theatre, soundscape, asides, split scene, forum theatre and hot-seating
2. The creation of tension
3. The impact of technical elements of theatre
4. Script and devised work- plots, Interpretation of a character (characterisation)- Use of voice, body language, movement, language, interaction.
5. Style/genre
The foundation for all schemes comes under one of the following categories; Script work, story-telling, historical/real life and style.

Drama – Year 7 Autumn A – Charlie and the Chocolate Factory Story Telling				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
Objective of scheme: To introduce year 7 to Drama lessons, theory, teamwork, characterisation, story-telling and the first 4 performance techniques- freeze frame, thought tracking, slow motion mime and physical theatre. Cross curricular: English- exploration of characters	Knowledge: Knowledge of the events from the story, structure and expectations of Drama lessons, identifying what good team work looks like (communication, independence and creativity), what freeze frame, thought-tracking, slow motion mime and physical theatre are, identifying what makes a character interesting for an audience. An awareness for the meaning of empathy. Understanding: Expectations to be demonstrated, opportunities provided to demonstrate good team-work, performance techniques used within a performance, opportunities to	A clear understanding of the plot and characters, inclusive of subtleties, demonstrated through independent creative choices. Leadership (communication) when working in a group, supporting those who are less able than themselves and having the ability to compromise with maturity. Each performance technique is explored and demonstrated with confidence and control,	Although Drama is not on the curriculum at KS2, students may have been involved in performances where they have had to develop a character, some students may have used freeze frame. Introducing students to the technique of thought-tracking pushes the development of character a step further.	Watch professional performances – Charlie and the Chocolate Factory Musical The "Charlie and the Chocolate Factory" book Film versions of the story. BBC bitesize Drama Club

	create and perform interesting characters for performance, with consideration for empathy by showing the character's perspective. Skills: To demonstrate discipline in the classroom, following expectations, e.g. lining up outside of the studio, taking off bags and shoes, sitting in a register order circle. Being able to offer ideas when working as part of the group, voicing own ideas and opinions, listening to others and using compromise. Demonstrating a successful use of performance techniques with focus and control. Making creative choices for character and confidently demonstrating these in front of an audience.	culminating in appropriate choices for the use of each of this within performance. Evaluative comments made refer to the techniques learnt. Theory work demonstrates excellent understanding.	Students may have studied Charlie and the Chocolate Factory before or have read the book/seen the film, this supports the focus of development of character and the introduction of techniques, within a story many are already comfortable with.	

Drama – Year 7 Autumn B – Melodrama/Pantomime				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning**	**What additional resources are available?**
Objective of scheme: To understand that Drama can be created in different styles. To develop the already learnt performance techniques and characterisation skills. To introduce year 7 to script work. To learn the stage positions. Cross curricular: English- exploration of text inclusive of characters	Knowledge: Facts about Victorian Melodrama, inclusive of the stock characters. Recalling knowledge of the previously learnt performance techniques, with the addition of asides. Knowledge of the elements of pantomime performances and linking this to Melodrama. Knowledge of why people performed in this style in the 19th Century and linking this to how/why it is still used today. Line learning. Knowledge of stage positions. Understanding: Opportunities to demonstrate learnt knowledge of stock characters and melodramatic facts within performance. Opportunities to implement learnt pantomime elements and characterisation choices into a performance. To demonstrate learnt lines and understanding of stage positions in a final whole class performance. Skills: To confidently demonstrate the use of exaggeration within performance. To choose an appropriate and creative use of techniques to support the style as well as an appropriate use of stage positioning.	Independent ideas include facts about the style and a correct use of stock characters. Performances include the creative use of exaggeration, as well as exaggerating previously learnt performance techniques. All lines are learnt and delivered with confidence and characterisation. The use of space has a clear consideration for the stage positions, inclusive of physical or imaginary set. The process and performances are evaluated with reference to the elements of the style and performance techniques. Theory work demonstrates excellent understanding.	Recalling previous exploration of developing character from the previous scheme. Further development of the use of the previously learnt techniques and characterisation skills to develop confidence, pushing these further with the use of exaggeration. Independently learning a script is a development from devising lines in the first scheme. Developing team work (communication) skills.	Live theatre – pantomime YouTube videos – with reference to Charlie Chaplin, Laurel and Hardey and National Theatre resources BBC Bitesize Drama Club

Drama – Year 7 Spring A – The Story of Mathias Story Telling				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
Objective of scheme: To develop the use of drama techniques with the addition of split scene. To start to understand the creation of atmosphere. Cross curricular: English- How to identify atmosphere and be aware of how this is created	Knowledge: Knowledge of the plot, what split scene is and what atmosphere means. To continue to secure knowledge (confidence) of previously learnt performance techniques and how to create a character. Understanding: opportunities to independently demonstrate creation and development of creative characters over time, the use of previously learnt techniques as well as split scene within performance. Opportunity to demonstrate understanding of the plot and characters by creating own ending to the story. Opportunities to include the creation of atmosphere within performance. Skills: To use appropriate techniques with confidence, inclusive of split scene, to bring a story to life for an audience that is engaging. To demonstrate characters with clear personalities. To create a clear atmosphere through the use of reactions to support story telling.	A confident use of techniques, inclusive of the newly learnt split scene. An appropriate choice of techniques chosen independently. Clearly performed personalities of characters and an excellent use of reactions to support atmosphere, through use of facial expressions, body language and voice, showing staying in role throughout. Final devised scene is creative, showing an understanding of the plot, characters (empathy) and techniques. Self and peer evaluative comments reference learnt skills. Theory work demonstrates excellent understanding.	This scheme builds on the use of previously learnt techniques as well as adding split scene, building students' creative repertoire. Again, students have an opportunity to develop and demonstrate character personality through their acting skills, to support development of confidence, with the addition of reactions to bring an awareness of atmosphere. Developing teamwork (communication) skills.	BBC bitesize Drama Club

Drama – Year 7 Spring B – Hamlet Script Work				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning**	**What additional resources are available?**
Objective of scheme: To inspire a love of Shakespeare, to develop script work as well as developing previously learnt techniques. Cross curricular: English- exploration of a text inclusive of characters. History- 15-1600's.	Knowledge: Facts about renaissance theatre and commonalities in Shakespeare's writings. The plot of Hamlet and its main characters. Shakespearian language (communication). Lines from a variety of scenes. Understanding: This will be demonstrated through creation and performance of scenes, with the use of previously learnt techniques, style and ideas on stage positioning. Skills: To be able to learn/speak the work of Shakespeare's text, to decode language, to perform scenes from Hamlet choosing creative and appropriate use of techniques.	To be able to use familiar and unfamiliar language to decode text. To approach Shakespeare's work with confidence and an open mind, identifying key themes. To confidently make creative choices on performance techniques, characterisation, reactions and stage positioning to support telling the story and start to communicate appropriate atmospheres. To be able to self and peer evaluate referencing plot, characters, techniques, staging and atmosphere. Theory work demonstrates excellent understanding.	One of the main challenges of this scheme is the text. The scheme offers itself to recalling previously learnt techniques and using them within a context that is unfamiliar. Recall- stage positions, characterisation, performance techniques, reactions to inform atmosphere, demonstrating good teamwork.	Hamlet play script The animated tales on media server. Spark Notes or No Fear Shakespeare for understanding language. Drama Club. BBC Bitesize. Visiting theatre companies to perform. Resources provided by RSC associate schools programme for example, visiting practitioner and story Wooshes. YouTube videos of particular scenes

Drama - Year 7 Summer A- Northwood Hall Story Telling				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning**	**What additional resources are available?**
Objective of scheme: To further develop the use of atmosphere within a scene through the new technique of soundscape and the introduction of technical elements. Developing previously learnt techniques, with the addition of hot-seating to support characterisation work. Cross curricular: English- How to identify atmosphere and be aware of how this is created, exploration of character.	Knowledge: Plot, characters, what hot-seating is, what soundscape is, how to identify and create atmosphere. Basic key terminology and use of stage lighting. Understanding: opportunities to use hot-seating to help develop a character (empathy) and to use soundscape within a performance to create a desired atmosphere (communication). Opportunity to plan and use own choices for stage lighting to support creation of atmosphere. Skills: To be able to make an audience feel a certain way by creating atmosphere on stage through choices for reactions, soundscape and stage lights.	A deeper exploration of character, creating detailed and relevant answers to hot-seating activity, supporting presentation of character personality and feelings (empathy). Staying in role and employing the use of reactions and soundscape that are controlled and focused to support atmosphere (communication). Appropriate and creative choices for lighting, using the correct terminology when communicating their lighting plan. Self and peer evaluations reference atmosphere. Theory work demonstrates excellent understanding.	Students have previously worked on developing characters, this sees a progression in this process by using hot-seating to develop a back story for their chosen role (empathy). The scheme introduces the idea of atmosphere that has previously been touched on, but goes into this in more detail with the addition of technical elements of theatre, something that is continued right the way through KS3 in preparation for the GCSE course.	• BBC bitesize • Drama Club

Drama - Year 7 Summer B- The Legend of Blackbeard Story Telling/Genre				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning**	**What additional resources are available?**
Objective of scheme: This final scheme provides an opportunity for students to consolidate all of the techniques and characterisation skills they have learnt over the year, as well as highlighting the use of a different genre. Cross curricular: How to identify atmosphere and be aware of how this is created. Identifying genre.	Knowledge: Knowledge of the story. Knowledge of identifying different genres of theatre/film. Recalling previously learnt knowledge. Understanding: Opportunities to demonstrate previously learnt knowledge and skills. Students have the opportunity to make more independent choices on techniques learnt, to create their story telling. Skills: To be able to choose appropriate techniques to create exciting theatre for an audience.	Students will create interesting, considered characters with backstories (empathy). The will use the correct language ad actions to fit the genre and consider this when adding their own ideas to the story (communication). Students will demonstrate appropriately used techniques with confidence and flare. Self and peer evaluations will reference genre, techniques and atmosphere. Theory work demonstrates excellent understanding.	This scheme is an opportunity for students to consolidate all of their learning from the year, adding previous learning to a new context.	BBC bitesize Drama Club