

Year 7 Drama Curriculum Rationale

In Year 7, students will have had a variety of experiences in Drama as a performance tool, depending on the primary school they have come from. In our curriculum, Drama in Year 7 is focuses on “learning through imagined experience” rather than just as a performance medium. We approach lessons in a practical way, instilling that the subject is one that should be enjoyed both in the studio and beyond. We want to develop a wider understanding of how Drama utilises ACPs and VAAs to explore stimuli and situations, perform a diverse range of both devised and scripted material.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning, enrichment, <i>and recommended reading</i>
Term 1 – Skills ‘What is Drama?’ Still image Thought tracking Improvisation/role-play Physical Theatre 7 lessons	Teaching the basic explorative skills needed to explore text or stimulus. Collaboration skills, bringing ideas ‘to life’ using tools that allow almost immediate access to any starting point.	Develops possible limited experience of performing at KS 2. Provides students with the basic explorative strategies to interrogate any text or stimulus.	Low stakes assessment at the end of each lesson focusing on the skill taught. End of Unit assessment – Create a devised piece of Drama using all skills taught this term	Oracy focused on in lessons 2, 3 and 4 – need for clarity when presenting work.	ACPs Imagination Originality Connection Finding. VAAs Collaborative working, Creative and Enterprising, Risk taking, Practice	Look for the use of these conventions in either film, TV or Theatre you watch
Term 2 - Devising Storytelling. The Jabberwock 7 lessons	Brining a narrative form (poem) from page to stage. Understanding the basic narrative then adding to it to create an extended piece of narrative theatre.	Using techniques taught last term, students will ‘interrogate’ a text and bring it to life, adding to the narrative makeup of the piece. Using these techniques will help further develop their understanding of the narrative and	Low stakes assessment at the end of each lesson focusing on the narrative development. Assessment task – Performance of the narrative of the JW using skills taught last term. Evaluation task – reflect on both the	Oracy focused on in lessons 2, 3 and 4 – need for clarity when presenting work. Reading for meaning Tolerance and difference (the perceived hatred of the JWs)	ACPs Self-regulation, strategy planning, connection finding, Accuracy, Precision VAAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance	Alice in Wonderland, Alice Through the Looking Glass

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		issues contained within the poem.	process and the product and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)	Tolerance of those with different experiences to our own – CWCF, ADHD.		
Terms 3 & 4. The Internet Skills Devising 11 or 12 lessons.	Theatre in Education (T.I.E) as a genre. Students will explore a series of real-life events that have happened concerning people of their age (or thereabouts) online. They will then use the conventions and purpose of TIE to create an educational piece about online safety and acceptable behaviour online.	Having explored a fictional narrative last term, students will now use real-life situations to create a piece of theatre using the techniques/structure / approach of TIE. This will continue to develop the use of improvisation and role play and make the students think about the audience and purpose of the piece.	Assessment task – Performance of the narrative of the JW using skills taught last term. Evaluation task – reflect on both the process and the product and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)	Script writing PHSE links – online safety, British values, respect for the law.	ACPs Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAA's Collaborative, confident, Risk taking, resilient	
Term 5 'REDD' Text	Bringing a text from page to stage. Editing skills.	Having used explorative strategies to create	Assessment task 1 – Performance of first two scenes of the	Reading, editing.	ACPs Strategy planning, imagination, accuracy,	

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6 lessons		narratives from stimuli (WID & The Internet) and having had some experience of writing a scripted piece for an intended message and audience, students now move onto a more performance focused scheme looking specifically at VEPEG to create, develop and convey character.	text. Evaluation task 1 – reflect on both the process and the product and highlight potential areas for improvement (DIRT sheet, peer feedback and initial performance) Assessment task 2 – Performance of student selected scenes (2 or 3) using DIRT activity as target setting for assessment task 2. Evaluation task 2 – reflect on both the process and the product and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)	PHSE links – ambition and future careers, diversity (age and culture)	precision, intellectual confidence VAA Collaborative working, creative and enterprising, perseverance, Confidence	

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Term 6 'Holes' 7 lessons	Exploration of a fictional novel; bringing the characters to life from page to stage Development of new skills: cross-cutting between different historical periods, use of communal voice and guided tour.	Building on explorative strategies developed throughout the year, students will use new methods of exploration (e.g. communal voice) to explore the setting and characters in the novel. They will work on a more sophisticated performance piece, leading into Year 8 – Charlotte Dymond	Assessment Task 1 – Focus on non-verbal communication to build tension (thus linking to Charlotte Dymond in Year 8) Evaluation Task 1 – Reflect on the process (each group has differing instructions) and the impact on the audience of different techniques used on stage – (DIRT sheet, peer and teacher feedback) Assessment Task 2 - Using cross-cutting to develop a comparison of two protagonists at the start and end of their individual journeys. Evaluation Task 2 – Reflection on the process and product and highlight	Literacy – use of persuasive language, extracts from novel, exploration of the structure of the novel (cross-cutting) Themes of perseverance and courage (PSHE) Historical era – comparison between past and present	ACPs Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance	Read the novel Watch the Disney version of the film 'Holes' on stage?

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			potential areas for improvement (DIRT sheet, feedback sheet and final performance)			