

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	Focus ACP and VAA development	Home learning, enrichment, and recommended reading
<p>Term 1 – Skills ‘What is Drama?’ Still image Thought tracking Improvisation/role-play Physical Theatre</p> <p>9 lessons</p>	<p>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.</p>	<p>Develops possible limited experience of performing at KS 2. Provides students with the basic explorative strategies to interrogate any text or stimulus.</p>	<p>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</p>	<p>Oracy focused on in lessons 2, 3 and 4 – need for clarity when presenting work.</p>	<p>ACPs Imagination Originality Connection Finding. VAAs Collaborative working, Creative and Enterprising, Risk taking, Practice</p>	<p>Look for the use of these conventions in either film, TV or Theatre you watch</p>
<p>Term 2 - Devising ‘Darkwood Manor’</p> <p>9 – 12 lessons</p>	<p>Utilising the skills previously taught to devise own material based on story-based lessons. Students collaborate to apply the explorative skills</p>	<p>Develops understanding of how to apply the skills learnt last term to a different stimulus, as well and providing students with an</p>	<p>Low stakes assessment at the end of each lesson focusing on the narrative development. Assessment task – Performance of the</p>	<p>Oracy focus throughout lessons, reading the story aloud. Literacy is a particular focus in lesson 3 where students use storytelling</p>	<p>ACPs Self-regulation, strategy planning, connection finding, Accuracy, Precision VAAs</p>	<p>Look for the use of these conventions in either film, TV or Theatre you watch</p>

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	learnt to devise and create their own stories.	understanding of how to devise their own work from a starting point.	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)	techniques to write their own diary entry for a character.	Collaborative working, Enquiring, Open minded, Risk taking, perseverance	
<p>Terms 3. The Internet Skills Devising 9 lessons.</p>	<p>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</p>	<p>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</p>	<p>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)</p>	<p>Script writing PHSE links – online safety, British values, respect for the law.</p>	<p>ACPs Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAAAs Collaborative, confident, Risk taking, resilient</p>	

	and acceptable behaviour online.	and purpose of the piece.				
<p>Term 4. The Jabberwock. Race and Difference</p> <p>6 lessons.</p>	<p>Bringing a narrative form (poem) from page to stage. Understanding the basic narrative then adding to it to create an extended piece of narrative theatre.</p>	<p>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 issues contained within the poem.</p>	<p>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 process and the product and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)</p>	<p>Oracy focused on in lessons 2, 3 and 4 – need for clarity when presenting work.</p> <p>Reading for meaning Tolerance and difference (the perceived hatred of the JWs Tolerance of those with different experiences to our own – CWCF, ADHD.</p>	<p>ACPs Self-regulation, strategy planning, connection finding, Accuracy, Precision</p> <p>VAAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance</p>	<p>Alice in Wonderland, Alice Through the Looking Glass</p>
<p>Term 5 'REDD' Text</p> <p>9 lessons</p>	<p>Bringing a text from page to stage. Editing skills.</p>	<p>Having used explorative strategies to create narratives from stimuli (WID & The Internet) and having</p>	<p>Assessment task 1 – Performance of first two scenes of the text. Evaluation task 1 – reflect on both the process and the</p>	<p>Reading, editing.</p> <p>PHSE links – ambition and future careers, diversity (age and culture)</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence</p>	

		<p>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.</p>	<p>product and highlight potential areas for improvement (DIRT sheet, peer feedback and initial performance)</p> <p>Assessment task 2 – Performance of student selected scenes (2 or 3) using DIRT activity as target setting for assessment task 2.</p> <p>Evaluation task 2 – reflect on both the process and the product and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)</p>		<p>VAs Collaborative working, creative and enterprising, perseverance, Confidence</p>	
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<p>Term 6 'Holes' 9 lessons</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>ACPs Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAs Collaborative working, Enquiring, Open minded, Risk taking, perseverance</p>	<p>Read the novel Watch the Disney version of the film 'Holes' on stage?</p>
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