



Academic Year <u>Year; 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<u>Year7</u> <u>Content & rationale</u>	By the end of Year 7 students should be familiar with all key Drama performance skills (baseline), know how vocal and physical skills can be used for role play, character development and the linking of narration and mime as a result of work in the baseline Matilda unit, learn about the origins of drama in ancient Greek theatre and therefore the essential purpose of theatre. Lastly, they learn to explore rhythm of language conventions of Shakespeare's theatre with a focus on 'A Midsummer Night's Dream'.		Drama is assessed using 3 criteria; Creating, Performing and Evaluation. Each unit assessment has a clear written assessment criteria for how to progress in the subject. Practical assessments: Continuous assessment of work in progress by teacher and pupils. This occurs in every lesson. E.g. verbal feedback and discussion on practical work. Shared thinking and evaluation of their own work and of others in the group. Written assessments: Self-assessment sheets for every pupil are completed at the end of every unit and teacher targets set. These sheets record pupil responses to the meaning of the work undertaken and the learning outcomes and allow students to set targets. Each student has a Booklet for each unit which contain: resources, buzz words, homework and assessment criteria and teacher target.



Autumn A	<p>Baseline (Matilda) Big Question: What are the key social communication skills for effective drama? Key Drama skills are introduced and tested for further use and development in all subsequent units. Students identify and demonstrate the social communication skills for effective drama through exploring the story of Roald Dahl's Matilda.</p>	<p><i>Mime, still images, characterisation, narration, thought track, cross-cutting.</i></p> <p><i>Vocal skills: tone, pitch, pace, volume, emphasis</i></p> <p><i>Physical skills: facial expression, physicality, gait, gesture.</i></p>	<p>Assessment: Practical: Create a group performance based on your knowledge of Matilda and apply at least three skills this term to your work. Written: Evaluate <u>How have two actors used their voice and physicality to communicate a character?</u> Use PEA – point / evidence / analysis / Students will need to provide two examples of how one or two actors used their voice and physicality to communicate a character.</p>
Autumn B	<p>Greek Theatre (Oedipus) Big Question: How did theatre begin? Students learn about some of the earliest manifestations of theatre and therefore its essential purpose. Using the story of Oedipus students will learn about why stories were told, how and where they told their stories. The unit sets up ideas of the Greek theatrical skills and learns that they are not realistic (non-naturalistic). The sheer scale of ancient Greek theatres requires that the students consider how both voice and body language are best projected.</p>	<p><i>Skills: Choral skills.</i> <i>Vocal: echo, unison, cannon</i> <i>Physical: Unison, exaggeration, choreography.</i></p>	<p>Practical ASSESSMENT: Apply techniques (skills) learnt this term to tell the story of Oedipus Rex. including at least 3 clear moments of choral movement and choral vocal skills – Echo, Cannon, Unison. What soundscape have you used to create atmosphere?</p>



Spring A/B	<p>Spears Sport (issue based Drama/ Stewardship)</p> <p>Big Question: What is the purpose of storytelling? Focus on one of the Catholic virtues of Stewardship (of the planet) Students explore environmental issues of pollution and are introduced to basic script writing as well as embedding the vocal and physical skills they have learnt in the baseline scheme when creating character. Students learn how to develop and extend vocal and physical skills and add further to their skills set with non-naturalistic techniques. The scheme introduces the idea of physical theatre and soundscape. In the above unit, students learn how vocal and physical skills can be used for role play, character development and the linking of narration and mime. Their use in conveying mood, atmosphere and message is also important in the unit, thus equipping students to adapt to different styles of drama and to gain variety within self-created drama.</p>	<p><i>Key skills: (revisit core skills adding physical theatre and Soundscape (Student's learn how to choose which skills they will apply to create a clear story for an audience)</i></p>	<p>LGTBQ ASSESSMENT: In groups of 4 or 5, create a piece of drama based around the LGBTQI theme of ACCEPTANCE: Prior Knowledge and Skills: Awareness of the power of stage imagery developed over previous units is concentrated into still images forming part of devised piece. Understanding of the impact of thought tracking gained through 'Greek theatre and Matilda' unit put into practice.</p>
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Summer A/B	<p>‘A Midsummer Night’s Dream’</p> <p>Big Question: Is Shakespeare still relevant to today's society?</p> <p>In the above unit, students learn how to adapt and extend vocal and physical skills to match the conventions of Shakespeare’s theatre. This serves to extend students’ awareness of the stylistic and cultural differences evident throughout theatre history and reflective of History proper</p>	<p><i>Key skills: Performing language, character and atmosphere, exploring rhythm of language.</i></p>	<p>Practical Assessment: Using the scene Act 3 Scene 1 from Midsummer’s Night’s Dream, perform the scene showing the different characters and their physicality, based on their personality.</p> <p>Consider your use of facial expressions, body language, gestures, proxemics, levels, and consider your relationships with each other and your character dynamics</p> <p>Summer written test: Technical knowledge learnt throughout the year recall test.</p>
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