



## Year 7 Drama

### Aims:

- To create original work based on given themes/topics/stimuli
- To perform a character that is different from yourself using a range of vocal and physical skills
- To reflect upon rehearsal and performance and offer suggestions to improve the work
- To work supportively in a team and develop skills in listening, sharing and communication
- To understand the role of an actor and Performer

### Content:

In Year 7 students will begin with an introduction to Drama as a subject in its own right. They will be introduced to skills and techniques and develop their understanding through practical exploration and application. Students will use a range of different stimuli to create work which will come from a range of sources including theatre history and contemporary themes and issues. Students will explore the difference between a 'performer' and an 'actor'. Practical Drama is realised through the process of creating work, performing work and responding to the work, all of which will form the basis of assessment. In addition, students will develop key transferable skills such as communication, collaboration, independence, reflection and teamwork.

### Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	<ul style="list-style-type: none"> <li>• <b>Suffering in Silence: Bullying</b> Students will be introduced to the subject of Drama through the story of a fictional Year 7 pupil who moves to a new school. They will re-enact key moments using Rehearsal Techniques and Acting skills as performers within an ensemble. All Practical work will be collaborative, therefore students will develop their interpersonal skills and wider communication skills whilst working with others.</li> <li>• <b>Runaway:</b> Students will begin to create a character / role as an actor. This topic of work focuses on the affects that Running Away from home and 'homelessness' can have on the; child, family and society. Empathy will be a key focus as students will explore the same situation from different perspectives.</li> </ul>	Creating: Work with others to create an ensemble scene Performing: As a performer use basic vocal and physical skills to portray a character / situation from the story Responding: Self-assessment of Practical work
		<b>Melodrama and Naturalism</b> Students will perform a piece of work in the style of Melodrama exploring Stock characters, stock storylines and exaggerated Vocal and physical skills. Students will also explore the impact that Melodrama had on it's audience. The context of Melodrama alongside its moment in Theatre History will also be explored. <ul style="list-style-type: none"> <li>• <b>Story Telling</b> <b>Averts, short stories, radio plays</b> Students will re-create well known stories into short performances. The students will learn. how to condense a narrative, whilst selecting their favoured Drama style. Students will focus on creating as part of an ensemble. Each member of the ensemble will be reasonable for telling a key moment of the narrative as well as being a performer.</li> </ul>	Creating: Work with others to create an ensemble piece of work in the style of Melodrama Performing: As a performer use basic vocal and physical skills to portray a character / situation in the style of Melodrama Responding: Self assessment of Practical work Creating: Work with others to create a short story Performing: As a performer use basic vocal and physical skills to portray a character / situation from the story Responding: Self-assessment of Practical work



	<p>• <b>Theatre In Education</b></p> <p>This scheme of work will last an entire term. The first part of the term will look at T.I.E as a style of Theatre in its own right. Here students will discover the relevance and impact T.I.E has upon an audience.</p> <p>The second half of the term will focus on the students as performers within a piece of T.I.E</p> <p>Students will create and perform their own TIE project. This piece of theatre consists of educating the audience whilst entertaining them within a narrative. This project will be an amalgamation of all the Year 7 Drama topics. Students will take on the role of actor / performer, director, creator and educator.</p>	<p>Creating: Work with others to create a T.I.E performance</p> <p>Performing: As a performer they must educate the audience whilst applying Techniques and Acting Skills</p> <p>Responding: Written self-assessment focusing on communication of intention on a live audience.</p>
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Assessment: Every unit of work will be assessed in 3 ways; Creating, Performing and Responding. Creating includes the development of ideas, being creative and imaginative, supporting others, ability to work as part of a team. Performing includes using basic acting skills and developing a role, Responding includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.

Extended Learning:

Extended learning will provide a key component to the students' development in Drama. Students will be expected to research the topics being studied, which includes finding factual information that can be used within the work as well as watching programmes and films to develop their reference points when creating work. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	<p>Self-manager: By taking responsibility for themselves during group work.</p> <p>Team player/participator: By working cooperatively with others when creating work.</p> <p>Reflective and resilient: By offering ideas for the development of work and making suggestions about how work could be improved.</p> <p>Innovate and create: By exploring a range of ideas before choosing the best one.</p> <p>Enquirer: By completing research to support the development of work.</p>
STEAM	<p>Students will utilise the vast array of technology available to support development in Drama both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.</p>
Literacy	<p>Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Drama vocabulary.</p>
Numeracy	<p>The key aspects of numeracy that will be use in Drama are time and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focused on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.</p>
SMSC, British Values and Citizenship	<p>Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things.</p> <p>Topics such as Melodrama are British in their origin, whilst T.I.E can help deliver values and cultures from different societies.</p>