

Curriculum Plans: Year 7 (Drama)

NB: 1 lesson per week	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas	<p>Introduction to Drama</p> <p>Role play</p>	<p>What Drama is and where the word originates from</p> <p>How the subject can benefit them beyond acting skills</p> <p>How Drama is assessed</p> <p>How to make a performance, including how to create a character different from themselves, how to structure a short improvisation, basic performance techniques such as use of tableau to highlight moments.</p> <p>How to perform successfully in role: importance of communication via vocal and physical skills, audience awareness.</p> <p>How to respond to performance work appropriately including the etiquette of being a 'good' audience member and how to use feedback to improve their own and others future performance work.</p>	<p>Vocal projection</p> <p>Articulation/ enunciation</p> <p>Body language</p> <p>Confidence</p> <p>Eye contact</p> <p>Empathy</p> <p>Facial expressions</p> <p>Imagination</p> <p>Creativity</p> <p>Resilience</p> <p>Critical thinking</p> <p>Team work</p> <p>Leadership</p>	<p>Projection</p> <p>Clarity of diction</p> <p>Spatial awareness</p> <p>Focus</p> <p>Role</p> <p>Improvisation</p> <p>Blocking</p> <p>Tableau</p> <p>Anachronism</p> <p>Posture</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be two performance tasks (1 group piece and 1 monologue) which will enable students to refine and then demonstrate their skills more formally. These will be assessed via teacher verbal feedback.</p>
Lent	<p>Sustaining a role</p> <p>Mime</p>	<p>Where/ when Mime originated.</p> <p>The origins of the word Mime.</p>	<p>Greater awareness of how vocal and physical skills can be used to</p>	<p>Gait</p> <p>Automatic writing</p> <p>Monologue</p> <p>Split scene</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key</p>

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		<p>Key mime artists and their techniques such as Jacques Lecoq and Marcel Marceau</p> <p>Making: How to use their imagination to creatively respond to a wide range of scenarios</p> <p>Performing: A range of mime techniques How to create a theatrical illusion through non-verbal performance skills</p> <p>Responding: How to comment positively and critically on their own work and that of others to make improvements.</p>	<p>communicate effectively with an audience.</p> <p>Nonverbal communication Clocking Click technique Making / breaking the illusion of the 4th wall Eye contact Facial expressions Body language Pace/ timing/ slow motion Creativity Resilience Critical thinking Team work Leadership</p>	<p>Teacher in role Hot seating Thought tracking Suspension of disbelief Tension Illusion Placards</p>	<p>observations of success and need for support regularly.</p> <p>Additionally, there will be two performance tasks (Mime) which will enable students to refine and then demonstrate their skills more formally. These will be assessed via teacher verbal feedback.</p>
Trinity	Mime Improvisation	<p>Making: How to structure performance work with a clear beginning, middle and end. How to create a climatic scene.</p> <p>Performing: How to sustain a role for a longer period of time more successfully</p> <p>Responding: Why some people's performances are more successful than others and be able to articulate this.</p>	<p>Characterisation Active listening Collaboration Creativity Imagination Verbal and nonverbal communication Judicious selection and application of performance elements such as placards/ music /music /lighting to enhance a performance.</p>	<p>Choreography Sustained illusion Pre-scene Mannerisms Levels Characterisation Raising the stakes Spontaneous</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be one performance task which will enable students to refine and then demonstrate their skills more formally. The performance and the student's response to performance will be assessed via teacher verbal feedback.</p>