

KS3 Long Term Curriculum Plan: Drama - Year 7

Curriculum Aim:

The Chace Drama curriculum aims to ensure that all pupils acquire a wide awareness of Drama vocabulary and a strong understanding of both group work and individual performance requirements, an awareness of vocal and physical skills and of non-verbal communication, as well as analytical and evaluative skills. We want to promote creativity and enable our students to harness their imagination. The Drama curriculum works through spiral learning: introducing, exploring and embedding key elements of drama across the years.

Link to prior learning:

The year 7 Drama curriculum builds upon the KS2 English National Curriculum, isolating the specific Drama elements of which are explored, developed and refined in year 7. The KS2 English curriculum elements relating explicitly to Drama that are covered include:

- adopt, create and sustain a range of roles
- Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.
- have opportunities to improvise
- young people should be enabled to respond to theatre and performance.
- providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.
- have opportunities to ... script drama for one another
- rehearse, refine, share and respond thoughtfully to drama
- Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.

Rationale of sequencing:

The initial introduction to Drama is of the utmost importance, taking the time to embed knowledge and practice of collaboration and communication, increasing levels of confidence so that students can successfully work within the practical environment. Students are also demonstrating independence through the learning and performing of monologues (both devised and published), preparing them for their future areas of study. The successive topics covered introduce students to the non-naturalistic and naturalistic styles of theatre, exploring the possibilities of characterisation and staging to achieve these styles practically and theoretically, through the explicit teaching and learning of Drama vocabulary. The final scripted element of the year provides students with the skills, knowledge and experience of reading, rehearsing and understanding a set text in detail, developing characterisation and their awareness of the theatrical space whilst working as a group, to solidify their knowledge of collaboration.

wb20th feb- assessment week

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
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Autumn 1	Socialisation	<ul style="list-style-type: none"> • Understand the practical drama space for both rehearsal and performance purposes • Drama 7 C's (<i>core rules and fundamentals of working in a Drama space</i>) • Read, rehearse and recite Shakespearian monologue • Identify the origins of western theatre • Develop ideas and expression of passion by writing a 'My Hero' monologue 	<ul style="list-style-type: none"> • Practical performance of Shakespeare monologue • Write and Perform 'My Hero' direct address monologue • Written Vocabulary Grids
Autumn 2	Fairy Tales	<ul style="list-style-type: none"> • Explore a Non-Naturalistic style of theatre • Reading out loud sections of scripts • Learning lines and development of character through role play • Awareness of some of the origins of Western Fairy Tales • Characterisation skills (<i>including voice, movement, gesture, facial expressions</i>) • Responding to performance through self and peer feedback based upon critical thinking and analysis using subject specific vocabulary. 	<ul style="list-style-type: none"> • Practical performance as a group of one given fairy tale • Written Vocabulary Grids • Written Evaluation of the practical performance (<i>having watched back and feedback discussed</i>)
Spring 1/ Spring 2	The Found Child	<ul style="list-style-type: none"> • Devising theatre from information given. • Exploration of morality, consequences of actions and seeking logical conclusions • Development of characterisation skills • Improvisation and role play • Responding to performance by providing feedback based upon critical thinking and analysis using subject specific vocabulary. 	<ul style="list-style-type: none"> • Practical performance as a group of a devised piece of theatre; <i>approximately 4-6 minutes in length</i> • Written Evaluation of the practical performance (<i>having watched back and feedback discussed</i>) • Written Vocabulary Grids
Spring 2/Summer 1	Broadcast Unit	<ul style="list-style-type: none"> • Devising theatre from information given. • Exploration of morality, consequences of actions and seeking logical conclusions • Development of roles of responsibility skills • Controlled Improvisation and role play • Responding to performance by providing feedback based upon critical thinking and analysis using subject specific vocabulary 	<ul style="list-style-type: none"> • Practical performance as a group of a devised piece of theatre; <i>approximately 4 minutes in length</i> • Written Evaluation of the practical performance (<i>having watched back and feedback discussed</i>) • Research into social issue
Summer 1/Summer 2	Macbeth	<ul style="list-style-type: none"> • Reading Shakespearian language and script • Safe execution of learned sword combat movements and sequence • Understanding of key Shakespearian vocabulary, including pronunciation • Learning sections of script, adopting a role to sustain in performance 	<ul style="list-style-type: none"> • Practical performance of sections of script, monologue as additional performance challenge.

		<ul style="list-style-type: none"> • Rehearsal Process and organisation of final performance • Responding to performance by providing feedback based upon critical thinking and analysis using subject specific vocabulary. 	<ul style="list-style-type: none"> • Written Shakespeare Vocabulary grid • Written Evaluation of the practical performance (<i>having watched back and feedback discussed</i>)
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Further Information
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>
 The school play is available to all students from Y7-10; auditions take part in the first fortnight of September.

By the end of Year 7 Students will be expected to:
 Know to develop and shape the work rather than just responding to the ideas of others.
 Reflect on the work being produced either verbally or through written work.
 Be able to use drama vocabulary when discussing the work orally and discussing and evaluating the work on the written page.
 Be aware of the different styles and contexts within performance and demonstrate this when acting.