



Curriculum Plan (DRAMA)

Year 7	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Term 1	<p><u>EVACUEES</u></p> <p>World War 2 is an important part of British History and allows pupils to explore fundamental characteristics like empathy and sympathy. Pupils will focus on developing their improvisation skills as well as learning how to portray emotions through the use of facial expressions. They will also watch, analyse and make judgements on a variety of stimulus, including 'The Lion the Witch and the Wardrobe'.</p>	<p>Within this unit students will be introduced to Drama techniques. They will discover the conventions of Mime, Gesture and Movement. Pupils will participate in individual, group and ensemble performances and will be assessed on their ability to create, perform and evaluate the effectiveness</p>	<p><u>Assessment:</u></p> <p>Performance, rehearsal and evaluation marked and moderated against criteria adapted from component 1 (Devised) from Edexcel GCSE specification 9-1.</p>	<p><u>Numeracy:</u></p> <p>Developing numeracy by looking at historical events and learning facts about WW2</p> <p><u>Literacy:</u></p> <p>develop the ability to read and write in character through the creation of a duologue or monologue</p>	<p><u>Attitude-</u></p> <p>Looking at perceived attitudes of historical events and understanding the views of others.</p> <p><u>Achievement-</u></p> <p>Working on devising based on a stimulus and creating an original piece of work.</p>	<p>Opportunity to be involved in whole school production.</p> <p>Opportunity to be involved in Shakesfest at the end of Year 7 into Year 8.</p>	<p>Studying the historical events.</p> <p>Realisation of British Values and understanding of equality.</p> <p>Making connections between historical events and the impact on our lives today.</p>



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		of Drama techniques.					
	<u>The Apothecary</u> Based on a 'mantle of the expert' scheme, the Apothecary creates a village where the class works as a team to develop understanding and create a solution to a given problem, through the use of teamwork, leadership skills and problem solving.	<u>Skills</u> Team work-developing ideas together and using discursive techniques to solve a problem within a 'village'. Techniques include, role play, hot seating, character development and improvisation.	<u>Assessment:</u> Working towards a final performance using the skills developed during the term, being able to sustain a character and create an improvisation where a problem is discussed and then solved.	<u>Numeracy:</u> Looking at the medieval times and developing knowledge of the life and times, including looking at monetary value. <u>Literacy:</u> Develop key words / phrases to analyse and evaluate performance skills	<u>Self-control</u> with others – working as a group and taking responsibility for ideas and development of ideas. <u>Achievement</u> Sense of achievement in performance and pride during the final performance.	Easter concert Whole school production Shakesfest auditions	Opportunities to discuss and explore different opinions and ideas and then working as a team to solve problems.
Term 2	<u>The Lord of the Flies</u> Discovery learning. Mock Component 2. Using text & context to inform character	<u>Skills</u> Interpretative skills, Collaborative skills. Communicating ideas and intentions	<u>Assessment:</u> Group performance of scripted piece, developing character and use of physicality	<u>Numeracy:</u> Use of numbered tickets for first lesson. Dividing class into same sized group numbers. Looking at the time	<u>Endeavour</u> building resilience and perseverance though the scripted process- striving to learn lines and create an	Whole school production Shakesfest auditions	Exploring different SMSC themes and issues from a stimulus. Working with others to co-operate, listen, debate, inform and research relevant topics.



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	choices.	effectively to an audience. Script work and line learning. Making Rehearse and engage with reasonable concentration Work appropriately with others in a group Evaluation and reflection Identify own and others mistakes when asked Identify good elements of own and others work	and voice. Performance Sustain a role for a reasonable length of time (physically and mentally!) Use language appropriate to character Mime – needs to be appropriate to the piece and shows some creativity	needed to develop a piece of work and working to schedule. <u>Literacy:</u> Learning lines and understanding new words	interesting performance. <u>Attitude</u> Building a positive mental attitude, leadership skills and directorial techniques.		Exploring different SMSC themes and issues from a stimulus. Working with others to co-operate, listen, debate, inform and research relevant topics.
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	<p><u>Macbeth</u></p> <p>Exploring the richness of the Shakespearian language and timeless themes of betrayal, guilt, innocence and fate.</p>	<p><u>Skills</u> Interpretative skills, Collaborative skills.</p> <p>Communicating ideas and intentions effectively to an audience.</p> <p>Script work and line learning.</p> <p>Making Rehearse and engage with reasonable concentration Work appropriately with others in a group</p> <p>Evaluation and reflection Identify own and others</p>	<p><u>Assessment:</u> Group performance of scripted piece, developing character and use of physicality and voice.</p> <p>Performance Sustain a role for a reasonable length of time (physically and mentally!) Use language appropriate to character Mime – needs to be appropriate to the piece and shows some creativity</p>	<p><u>Numeracy</u> Considering the beats of the Iambic Pentameter rhythms.</p> <p><u>Literacy</u> Explore the Shakespearian language etymology of key words.</p>	<p><u>Endeavour</u> building resilience and perseverance though the scripted process- striving to learn lines and create an interesting performance.</p> <p><u>Attitude</u> Building a positive mental attitude, leadership skills and directorial techniques.</p>	<p>Whole school production</p> <p>Shakesfest auditions</p>	<p>Exploring different SMSC themes and issues from a stimulus.</p> <p>Working with others to co-operate, listen, debate, inform and research relevant topics.</p>



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		mistakes when asked Identify good elements of own and others work					
	<u>Mr Fox</u> Addressing morals and dilemmas. Reflecting on SMSC issues and impact.	Devising a tense group performance incorporating action narration. Analysing character choices. Exploring the use of language. Climax and Anti-climax Physical Theatre skills. Formation and Proxemics	Group performance needs to focus on the development of tension and atmosphere and how this can be developed through the use of voice and movement.	How formations are made and group division within the class. Literacy- Reading aloud from the powerpoint to decipher the details of the mystery of Mr. Fox	<u>Self-control</u> with others – working as a group and taking responsibility for ideas and development of ideas. <u>Achievement</u> Sense of achievement in performance and pride during the final performance.	Whole school production Shakesfest auditions	Exploring different SMSC themes and issues from a stimulus. Working with others to co-operate, listen, debate, inform and research relevant topics.



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Term 3	<p><u>The Boy in the Striped Pyjamas</u></p> <p>History of Auschwitz</p> <p>Exploring the life of protagonist Bruno and Shmuel.</p> <p>Status, wealth and power</p>	<p>Action & Re-action</p> <p>Maturity and sensitivity.</p> <p>Embedding contextual information powerfully.</p> <p>Style, Genre & Theatrical conventions.</p>	<p>Performing a scripted group extract incorporating context</p>	<p><u>Numeracy:</u> Developing numeracy by looking at historical events and learning facts about WW2</p> <p><u>Literacy:</u> develop the ability to read and write in character through the creation of a duologue or monologue</p>	<p><u>Attitude-</u></p> <p>Looking at perceived attitudes of historical events and understanding the views of others.</p>	<p>Opportunity to be involved in whole school production.</p> <p>Opportunity to be involved in Shakesfest at the end of Year 7 into Year 8.</p>	<p>Studying the historical events.</p> <p>Realisation of British Values and and understanding of equality.</p> <p>Making connections between historical events and the impact on our lives today.</p>
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