

### Drama Curriculum: Year 7

Year 7		HT1	HT2	HT3	HT4	HT5 & HT6
Drama	Topic	MELODRAMA	LORD OF THE FLIES	ERNIE'S INCREDIBLE HALLUCINATIONS	CREATING AND DEVISING	BLOOD BROTHERS / STANISLAVSKI
	Why this and why now?	This introduces the basic principles of theatre, reflecting key devising skills through the lessons, verbal evaluation skills that are then developed to written skills.	Pupils must still employ the basics of Drama, now adding the new skill of performing a script. It is a high standard yet straight forward script in terms of plot, with school age characters that are accessible, but introduces the idea that the playwright has an intention. This links with the English curriculum this term, which covers the text in a more theoretical way.	Pupils must still employ the basics of Drama and the skills of using a script, now adding the new techniques that are more advanced such as building tension, adding off-text improvisation, showing chorus and canon.	Pupils must still employ the basics of Drama and the skills around performing a script of sorts, including advanced techniques, now devising their own piece using knowledge of genre, structure and character.	Pupils must still employ the basics of Drama and the skills around performing a script, including advanced techniques, as well as devising their own piece using knowledge of genre, structure and character, but use a script to develop understanding of wider aspects of theatre such as split stage, narration, monologue, prologue.
	What is the essential knowledge that needs to be remembered?	Melodrama; Domestic Melodrama; symbolic mime; Nautical, Gothic and Arabian Melodrama; evaluation skills of a live performances.	Context of William Golding's Lord of the Flies; physical skills to perform a character; chorus and vocal skills; silence, pace and pauses to create tension; directional work; split stage and characterisation.	'Ernie's Incredible Hallucinations' to produce chorus performance, vocal delivery; physical delivery; rehearsal techniques.	Improvisation; plot problems; stimulus; thought clouds; still image; narrative structure with set up, problem and resolution; six vocal skills; character set-up	Change in characterisation; characters and structure of Blood Brothers; what a prologue is and why it is used; staging of the opening scenes; context and performance; contribution of music and song to productions; Transitioning; exaggeration and characterisation; narration and muse; use of costume; use of pace.
	What is the assessment intent and how will you assess?	A group performance of the Melodrama Sweeney Todd, showing the knowledge, understanding and abilities gained. The teacher watches and grades according to the Y7 performance grading criteria. Also, a written evaluation piece: 'Evaluate how a performer used physical	A group performance of a scene inspired by LotF, showing the knowledge, understanding and abilities gained. The teacher watches and grades according to the Y7 performance grading criteria. Also, a written evaluation piece: 'Evaluate how a performer used techniques	A group performance of a scene inspired by Ernie, showing the knowledge, understanding and abilities gained. The teacher watches and grades according to the Y7 performance grading criteria. Also, a written evaluation piece: 'Evaluate how a performer used performance	A group performance of a play from the stimulus, showing the knowledge, understanding and abilities gained. The teacher watches and grades according to the Y7 performance grading criteria.	A group performance of a scene from Blood Brothers, showing the knowledge, understanding and abilities gained. The teacher watches and grades according to the Y7 performance grading criteria. Also, a written evaluation piece. Teacher marks this

		skills at one key moment in one of the performances.' Teacher marks this according to the Y7 written grading criteria.	to create tension in one of the performances.' Teacher marks this according to the Y7 written grading criteria.	skills and techniques to show character in one of the performances.' Teacher marks this according to the Y7 written grading criteria.		according to the Y7 written grading criteria.
	<b>How does it cover the NC?</b>	From English NC: 'improvising, rehearsing and performing ... using role, ...silence, stillness and action to add impact' 'studying... plot, and characterisation, and the effects of these. Understanding how the work of dramatists is communicated effectively through performance'	From English NC: 'reading a wide range of...plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from...drama • studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Pupils should be taught to; speak confidently and effectively, including through; using Standard English confidently in a range of formal and informal context; rehearsing and performing play scripts...in order to...discuss...meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'	From English NC: 'studying ... characterisation, and the effects of these. Pupils should be taught to: speak confidently and effectively, including through; using Standard English confidently in a range of formal and informal contexts; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.'	From English NC: 'studying setting, plot, and characterisation, and the effects of these; understanding how the work of dramatists is communicated effectively through performance' 'Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts; improvising, rehearsing and performing ... in order to generate language and discuss language use and meaning, using role'	From English NC: 'reading a wide range of...plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from...drama • studying setting, plot, and characterisation, and the effects of these understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts... improvising, rehearsing and performing play scripts...in order to...discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.'