



Year 7 Drama Curriculum

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
Performing Arts	Topic	An introduction to Drama	Working with a script: 'Our Day out'	History of Theatre	'Matilda' the Musical	The Haunted Mansion	Shakespeare7: 'Romeo and Juliet'
	Why this and why now?	<p>This unit of work intends to provide year 7 with an introduction to Drama as a subject taught in schools. Many of our year 7 pupils might have taken part in performing arts activities, but not specifically Drama classes. The Scheme provides pupils with a brief overview of some of the key skills used within Drama. By the end of the half term, pupils should be able to demonstrate the use of at least 3 dramatic techniques through practical exploration. Most able pupils will be able to showcase all 5 skills taught. Pupils will cover each of the skills per lesson over the duration of the half term. All pupils will be practically assessed at the end of the half term and reflect on skills gained through self, peer and teacher feedback. The skills gained through this unit of work will provide a stepping-stone to all</p>	<p>Pupils will work with a script for this unit of work. The chosen script is Willy Russell's 'Our day out'. The play is situated in the North of England to ignite interest through relatability. The piece is also written by a British playwright, contributing to the Drama departments commitment in celebrating 'British Values'. The unit intends to provide pupils with the skills to explore and analyse the written text through practical exploration. Pupils will be involved in discussion, roleplay, and performance work to explore the piece practically.</p> <p><i>English, Maths and Geography cross curricular links.</i></p>	<p>This unit of work intends to provide some historical context to our Drama curriculum offer. Pupils are led through a series of lessons each teaching of some key historical times for theatre, including Medieval Theatre, Renaissance Drama and Greek Theatre. The unit allows pupils to explore theatrical periods using script, costume, devising and production design. The unit intends to provide pupils with the knowledge of how theatre has evolved throughout the years</p> <p><i>History, English, Maths and Art cross-curricular links.</i></p>	<p>Aimed at exploring the genre of theatre showcased within our whole school extra-curricular productions, this unit of work explores the work of arguable one of the most famous British Authors in history. Roald Dahl. Pupils will explore the story of 'Matilda' using some of the dialogue and songs within the Musical theatre version of the story. Pupils will respond to stage direction and choreography as part of the unit and be assessed according to their practical response to this direction. Most able pupils will be encouraged to take a lead in directing and choreographing.</p> <p><i>PE, Dance and maths cross-curricular links.</i></p>	<p>This unit has a key focus on characterisation and creating atmosphere on stage. The unit really explores how through structured characterisation, we can really change the atmosphere and dynamics on stage, building tension and a sense of the importance of using body language, facial expression and voice to enhance a performance through convincing and skilled acting. The unit explores 'Horror' as another, yet completely different theatrical genre than the previous lesson.</p> <p><i>English and Maths cross-curricular links.</i></p>	<p>The final half term in Drama at KS3 always sees us end with a Shakespearean focus. Year 7 focus on the play 'Romeo and Juliet' to coincide with their work on the play during English lessons. The practical exploration of the piece further aids learning and understanding in preparation for a bigger focus during English sessions.</p> <p><i>English, History and Maths cross-curricular links.</i></p>

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	further Drama work at Copley Academy. <i>English and P.E cross curricular links</i>					
What is the essential knowledge that needs to be remembered?	<ul style="list-style-type: none"> Staging Audience etiquette Still Image Roleplay Mime Physical Theatre 	<ul style="list-style-type: none"> Structure of a script Play analysis Responding to stage direction Characterisation 	<ul style="list-style-type: none"> Text Analysis Key historical periods in Theatrical history Designing for the stage; enhancing colours, shapes and detail 	<ul style="list-style-type: none"> Choreography Characterisation Acting through song Play analysis 	<ul style="list-style-type: none"> Creating atmosphere on stage Building tension Horror as a genre of theatre 	<ul style="list-style-type: none"> Play analysis Structure of a script Old English language Characterisation Responding to stage direction
What is the assessment intent and how will you assess?	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.	Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do.
What does the end point look like?	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate	The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self

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		and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.	and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and aid further progress going forward.
	How does it cover the NC?	The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; 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'. These skills will be used as part of our Drama work.	The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; 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'. These skills will be used as part of our Drama work.	The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; 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'. These skills will be used as part of our Drama work.	The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; 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'. These skills will be used as part of our Drama work.	The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; 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'. These skills will be used as part of our Drama work.	The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; 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'. These skills will be used as part of our Drama work.