

SCHEME OF LEARNING – DRAMA - YEAR 7

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>Creating Drama <i>The art of story-telling</i></p> <ul style="list-style-type: none"> Basic skills (3 Tools of the Actor) Using basic theatre language Building a safe environment <p>Knowledge & Understanding (Definitions of key words) Voice: volume, pitch, tone Body language, facial expression Emotion</p> <p>Skills Vocal and physical performance Tableaux Narrative Blocking Use of space and levels</p> <p><i>8 weeks 4 lessons</i></p>	<p>Masked Theatre <i>Using movement to explore character</i></p> <ul style="list-style-type: none"> Physical skills: intro to body language and movement Developing character and performance <p>Knowledge & Understanding (Definitions of key words) Physical skills – gesture, posture, stance</p> <p>Skills Physical performance and use of body language to communicate Emotion chairs Narration Hot seating</p> <p><i>7 weeks 3 or 4 lessons</i></p>	<p>Revolting Rhymes <i>Devising from a stimulus</i></p> <ul style="list-style-type: none"> Telling stories Narrative development techniques Introduction to design and technical skills <p>Knowledge & Understanding (Definitions of key words) Parody, action steps, transition Use of accent Use of mannerisms</p> <p>Skills Tableaux Mime Physical theatre Narration Sustaining a role</p> <p><i>12 weeks 6 lessons</i></p>	<p>Superheroes and Supervillains <i>Creating a blockbuster</i></p> <ul style="list-style-type: none"> Creating an original character Slow motion fight scenes (control of physical performance) Stylised performance techniques <p>Knowledge & Understanding (Definitions of key words) Character roles: protagonist, arch nemesis, helper, heroine Theatrical devices: cliff-hanger, montage, placards Character profile Genre</p> <p>Skills Story-boarding Costume and set design Slow motion Stage combat (basic) Script-writing</p> <p><i>12 weeks 6 lessons</i></p>		
Why?	In Year 7 it is important to begin with what drama is and where it came from. Essentially drama is the art of telling stories. These	Inevitably, students perform first with their vocal skills. Characters in unit 1 are created using tone of voice, volume	Roald Dahl is one of the world's greatest story-tellers so his collection of nonsense rhymes based on well-known fairy tales allows students to explore narrative development and exploration of themes	Putting into practice what they have learnt about creating characters, students will develop an original superhero or supervillain in the first lesson. This character then becomes the basis for a		

	initial discussions lead on to communicating with other people and how to create a character to inform or entertain an audience. Basic skills of blocking, use of space and levels and the three tools of the actor are covered in this unit to ensure that all students, who come to use with varying experiences of theatre education, have a starting point for creating drama.	and pitch to communicate emotion. Using masks forces students to concentrate on their development of physical skills. This allows us to discuss body language and movement to communicate character and emotion in more depth and introduces students to some basic character development skills.	and characters. The key skills of storytelling from term one are built on with the use of basic dramatic devices to bring a narrative to life. Students will use the stage for the first time and be encouraged to explore their own creativity and imaginations in, what has now become, a safe environment to create practical work with other students. This unit culminates in their own devised parodies of well-known fairy stories using Roald Dahl as inspiration.	range of explorative techniques and an introduction to design skills. Students will design a logo, costume for their super character and set for their hideout. Students will develop basic skills in stage combat and slow motion action scenes, which will encourage control of movement. The unit will culminate in the planning and production of a short superhero film using their iPads. The reasoning behind this unit is also a practical one as we lose the drama space due to external exams and this unit can be delivered in classrooms or on the field.
Specification references	N/A	N/A	N/A	N/A
Assessments	Wk 7/8: baseline devising task (AO2)	Wk 3/4: AP1 work in progress (AO1) Wk 6/7: masked performance (AO3) Wk 7/8: Kahoot! & spelling test (AO4)	Wk 4/5: group work (AO1) Wk 7/8: AP2 work in progress (AO3) Wk 11/12: devised performance, Kahoot! & spelling test (AO2, AO4)	Wk 4/5: live theatre evaluation (AO3) Wk 7/8: AP3 work in progress (AO1) Wk 10/11: superhero film (AO2) Wk 11/12: Kahoot! & spelling test (AO4)
Assessment objectives assessed throughout course	<p>AO1 – Creating Exploring, shaping and interpreting ideas for performance. Collaborating and communicating with others to create drama.</p> <p>AO2 – Performing Presenting a character in role as part of a performance to an audience. Contributing production skills as a designer or technician.</p> <p>AO3 – Evaluating Analyse work in progress using theatrical terminology. Evaluate their own and others' success in performance.</p> <p>AO4 – Understanding Demonstrate knowledge of theatrical style and genre. Show an understanding of the link between theory and practice.</p>			
Key ideas	<p>Year 7 – telling stories (basic skills, how to create a character, how to develop a narrative, working as a team, theatrical devices) B, D, S</p> <p>Year 8 – developing performance (story, theme and plot, genre and mood and atmosphere, use of production skills) D, S, E</p> <p>Year 9 – creating theatre (different forms and styles, devising techniques, analysing and interpreting script) S, E, M</p>			