



Curriculum Plan *Drama*



Year 7	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Devising, Theatre Text and Theatre Live				Enrichment: What is offered through the year to support learning in the classroom? <i>Showing students examples of professional Pantomimes (cultural capital)</i> <i>Theatre Trips</i>		Review and evaluation: Give date for review of the curriculum T6 2024
	DEVISING						
	THEATRE TEXT						
	THEATRE LIVE						
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Being New	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Freeze Frames - Levels - Role Play - Narration - Movement - Adopting a credible role - Choral Speaking - Using poetry as a stimulus	- Pair/group work - Class discussion - Teacher-in-role whole class improvisation - Performance to peers/teacher - Verbal Feedback	- Drama is just about games. - Drama is just about acting. - Drama is only script based.	- Freeze Frames - Levels - Role Play - Narration - Movement	Prior learning: mixed primary experiences, largely no drama lessons at KS2. Possible performance experience gained from an end of year production. Future learning: These basic performance skills will continue to be developed throughout KS3 in a variety of performance tasks, both devised and scripted.
Term 2	Pantomime	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Demonstrating stock characters - Breaking the fourth wall - Using melodrama - Demonstrating Slapstick comedy	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- All Musicals are Pantomimes. - Misunderstandings about fairy tales. - Not understanding what a stock character is.	- Stock characters - Breaking the fourth wall - Dame - Melodrama - Slapstick	Prior learning: mixed primary experiences, largely no drama lessons at KS2. Possible performance experience gained from an end of year production. Future learning: Performance styles will be explored in greater depth in Yr8 and 9 by exploring the work of influential drama practitioners who have shaped both naturalistic and non-naturalistic styles of drama.
Term 3	Ghosts	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Freeze Frames - Tension - Sound Scape - Narration - Movement - Levels - Pace	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	Whole class/teacher in role work does not require focus and discipline.	- Freeze Frames - Tension - Sound Scape - Narration - Movement	Prior learning: mixed primary experiences, largely no drama lessons at KS2. Possible performance experience gained from an end of year production.



Curriculum Plan *Drama*



					- Whole class/group work does not need to be funny. - Ghost stories are not horror stories.		. Future learning: Students will continue to develop their devising skills in Yr8 by being challenged to create work inspired by stimuli.
Term 4	Script Work – Ernie	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Blocking - Stage Directions - Characterisation - Vocal Skills - Volume - Monologue	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Script work is just about reading. - Lacking awareness of audience in terms of audience and blocking. - Reading together as class isn't important. Understanding how a script is laid out eg. Stage directions. - Acting isn't just acting your lines – it also involves business. 'Acting is only when I'm saying my lines'.	- Blocking - Stage Directions - Characterisation - Vocal Skills - Volume - Monologue	Prior learning: mixed primary experiences, largely no drama lessons at KS2. Possible performance experience gained from an end of year production. Use of scripts in devising units in T 1 – 3. Future learning: In Yr8, students will have access to a wider range of scripts and gain experience performing duologues.
Term 5	Physical Theatre	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	- Levels - Control - Focus - Slow Motion - Thought Tracking - Co-operation	- Pair/group work - Class discussion - Performance to peers/teacher - Verbal Feedback	- Physical doesn't mean 'contact'. - Physical theatre is not dance. 'Physical theatre is just another dance lesson'. - Physical theatre can be highly stylised.	- Levels - Control - Focus - Slow Motion - Thought Tracking	Prior learning: mixed primary experiences, largely no drama lessons at KS2. Possible performance experience gained from an end of year production. Future learning: Physical theatre will be explored in greater depth in Yr8 and 9 by exploring the work of influential drama practitioners who have shaped both naturalistic and non-naturalistic styles of drama.

Curriculum Plan *Drama*

Term 6	Script – Face Value	Combination of summative and formative assessment, with a performance in the penultimate or final week of the module.	• Blocking • Stage Directions • Characterisation • Vocal Skills • Monologue • Gesture • Body language • Proxemics	• Pair/group work • Class discussion • Performance to peers/teacher • Verbal Feedback	1. Script work is just about reading. 2. Lacking awareness of audience in terms of audience and blocking. 3. Reading together as class isn't important. Understanding how a script is laid out eg. stage directions. 4. Acting isn't just acting your lines – it also involves business. 5. 'Acting is only when I'm saying my lines'.	• Blocking • Stage Directions • Characterisation • Vocal Skills • Monologue	<i>Prior learning: mixed primary experiences, largely no drama lessons at KS2. Possible performance experience gained from an end of year production.</i> <i>Future learning: Students will continue to work from scripts throughout KS3 to develop the skills to create performances from a text.</i>
--------	---------------------	---	--	--	--	---	--