

Curriculum Overview for Drama - Year 7

When?	What?	Why?	How?	Support
Autumn Half Term - 1	<p>Unit 1: Introduction to Drama</p> <p>Unit Focus: Confidence</p> <p>Beginning with a baseline assessment in their first couple of lessons, students will be creating their own performance, alongside getting to know each other and the importance of skills in drama. We will begin to embed the 8 Cs of drama (confidence, concentration, collaboration, communication, creativity, curiosity, craftsmanship and commitment) and how to be part of a positive learning environment.</p>	<p>Focus:</p> <ul style="list-style-type: none"> Gain an understanding of students' starting points Develop core skills Promote a positive learning environment Begin to learn about character creation. 	<p>Teacher led workshop lessons.</p> <p>Students create their own performance based on a stimulus.</p> <p>Assessment:</p> <p>Summative teacher assessment of baseline group work, performance and evaluation.</p>	<p>Key Questions to ask students which will support their understanding of class activities:</p> <ul style="list-style-type: none"> What are your strengths? What skills could you develop? How/why are the 8 Cs important in drama? What can we do to make sure everyone feels comfortable to achieve their best in lessons?
Autumn Half Term - 2	<p>Unit 2: War- Changing Perspectives</p> <p>Unit Focus: Concentration</p> <p>A unit of work exploring different perspectives of war. Students will engage with images, poems, video and text to create practical responses using explorative strategies. The work on the 8 Cs of drama is embedded throughout the unit with a particular focus on the importance of concentration.</p>	<p>Focus:</p> <p>To develop different perspectives.</p> <ul style="list-style-type: none"> To explore and experience real life stories. To develop characterisation skills. 	<p>Teacher led workshop lessons.</p> <p>Students create multiple performances based on stimulus.</p> <p>Assessment:</p> <p>Summative teacher assessment on performance.</p>	<p>Students can independently research the following topics to support with class activities:</p> <ul style="list-style-type: none"> The life of an evacuee Life in the trenches Daily life for families at home in Britain.

<p>Spring Half Term - 1</p>	<p>Unit 3: Devising from Stimulus</p> <p>Unit Focus: Communication and Collaboration</p> <p>Students will experience working with different people, using a variety of stimuli to create their own original pieces of drama. The focus is on successful group work and communicating effectively with others.</p>	<p>Focus:</p> <ul style="list-style-type: none"> To develop creativity and independent thinking Promote problem solving To plan for an interesting story structure. 	<p>Teacher led workshop lessons.</p> <p>Each lesson will involve students creating their own performance.</p> <p>Assessment:</p> <p>Summative teacher assessment on group.</p>	<p>Key Questions to ask students which will support their understanding of group work activities for this unit:</p> <ul style="list-style-type: none"> What does successful group work take? What makes an effective story/plot? How can we create interesting characters?
<p>Spring Half Term - 2</p>	<p>Unit 4: The New Planet</p> <p>Unit Focus: Creativity</p> <p>Students explore the idea of a life-changing natural disaster: an earthquake. We consider what is important to our characters and what our future could be like on a different planet. Students will need to think creatively about what life might be like after such an event.</p>	<p>Focus:</p> <ul style="list-style-type: none"> To develop empathy skills Exploring how different people react towards one another To appreciate our personal values To gain an understanding of mime skills. 	<p>Teacher led workshop lessons.</p> <p>Each lesson will involve students creating their own performance.</p> <p>Homework exploring what the New Planet could look like.</p> <p>Assessment:</p> <p>Formative peer assessment throughout the unit</p>	
<p>Summer Half Term - 1</p>	<p>Unit 5: Theatre Appreciation</p> <p>Unit Focus: Curiosity</p> <p>Students practically explore a chosen text before watching a recorded production. Students will need to develop a critical response to the performance; analysing and evaluating its impact.</p>	<p>Focus:</p> <ul style="list-style-type: none"> To develop an understanding of the conventions of live theatre To appreciate the work of live theatre makers To develop evaluative and analytical skills. 	<p>Teacher led workshop lessons.</p> <p>Students will explore sections of the play.</p> <p>Assessment:</p> <p>Summative teacher assessment of written live theatre evaluation</p>	<p>Key Questions to ask students which will support their evaluation of live theatre:</p> <ul style="list-style-type: none"> What makes an effective theatre performance? What key performance skills were used in the play? What impact did the play have on you, the audience?

<p>Summer Half Term - 2</p>	<p>Unit 6: Physical Theatre</p> <p>Unit Focus: Craftsmanship and Commitment</p> <p>A unit of work in which students will learn the conventions of physical theatre. Their work will be based on a variety of stimulus including stories and articles from which they will explore how to dramatize real life events using minimal set or props.</p>	<ul style="list-style-type: none"> • To learn about a specific style of theatre. • To develop movement skills and understanding of space and shape. • To promote student independence. • To understand the process of devising performance. 	<p>Teacher led workshop lessons.</p> <p>Each lesson will involve students working collaboratively to create their own devised performance.</p> <p>Assessment:</p> <p>Summative teacher assessment on performance and group work</p>	<p>To research the work of shadow theatre company Attraction. Various videos available on Youtube.</p> <p>Key Questions to support students for this unit:</p> <ul style="list-style-type: none"> • What is physical theatre? • How can a performance be created from a story? • What skills are required when creating physical theatre?
------------------------------------	---	---	--	--