

## Curriculum Overview for Drama - Year 7

When?	What?	Why?	How?	Support
<b>Autumn Half Term - 1</b>	<p><b>Unit 1: Introduction to Drama</b></p> <p><b>Unit Focus: Confidence</b></p> <p>We start our Year 7 drama curriculum by exploring a number of drama games and exercises and learning how to structure successful drama. We 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"> <li>Gain an understanding of students' starting points</li> <li>Develop core practical skills</li> <li>Promote a positive learning environment</li> <li>Begin to learn about character creation.</li> </ul>	<p>Teacher led workshop lessons.</p> <p>Students create their own performance based on a stimulus.</p> <p><b>Assessment:</b></p> <p>Summative teacher assessment of baseline group work, performance and in class evaluation.</p>	<p>Key Questions to ask students which will support their understanding of class activities:</p> <ul style="list-style-type: none"> <li>What games did you play in drama today?</li> <li>What skills were you developing?</li> <li>How/why are the 8 Cs important in drama?</li> <li>What can we do to make sure everyone feels comfortable to achieve their best in lessons?</li> </ul>
<b>Autumn Half Term - 2</b>	<p><b>Unit 2: War - Changing Perspectives</b></p> <p><b>Unit Focus: Concentration</b></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 the following drama explorative strategies:</p> <ul style="list-style-type: none"> <li>Still Image</li> <li>Thought-Tracking</li> <li>Split Scene</li> <li>Slow Motion</li> </ul> <p>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> <ul style="list-style-type: none"> <li>To develop an understanding of the power of drama to inform.</li> <li>To develop different perspectives of a historical event.</li> <li>To explore and experience real life stories.</li> <li>To develop characterisation skills.</li> </ul>	<p>Teacher led workshop lessons.</p> <p>Students create multiple performances based on stimulus.</p> <p><b>Assessment:</b></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"> <li>The life of an evacuee</li> <li>Life in the trenches</li> <li>Daily life for families at home in Britain during WW2.</li> </ul>

<p><b>Spring Half Term - 1</b></p>	<p><b>Unit 3: Devising from Stimulus</b></p> <p><b>Unit Focus: Communication and Collaboration</b></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>We learn:</p> <ul style="list-style-type: none"> <li>• How to structure successful drama</li> <li>• The difference between a linear and a non-linear structure</li> </ul>	<p>Focus:</p> <ul style="list-style-type: none"> <li>• To develop creativity and independent thinking</li> <li>• Promote problem solving</li> <li>• To understand how to structure drama</li> <li>• To plan for an interesting story structure</li> </ul>	<p>Teacher led workshop lessons.</p> <p>Each lesson will involve students creating their own performance.</p> <p><b>Assessment:</b></p> <p>Summative teacher assessment on final group devising project.</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"> <li>• What does successful group work take?</li> <li>• What is the difference between a linear and non-linear structure?</li> <li>• What makes an effective story/plot?</li> <li>• How can we create interesting characters?</li> </ul>
<p><b>Spring Half Term - 2</b></p>	<p><b>Unit 4: The New Planet</b></p> <p><b>Unit Focus: Creativity</b></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>We learn the following drama explorative strategies:</p> <ul style="list-style-type: none"> <li>• Hot Seating</li> <li>• Improvisation</li> </ul>	<p>Focus:</p> <ul style="list-style-type: none"> <li>• To develop empathy skills</li> <li>• Exploring how different people react towards one another</li> <li>• To appreciate our personal values and the values of others</li> <li>• To gain an understanding of mime skills.</li> </ul>	<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><b>Assessment:</b></p> <p>Students are assessed on their group work and the development of their final performance piece.</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"> <li>• What does successful group work take?</li> <li>• What is Hot Seating and why might we use it?</li> <li>• What did you learn about your character from the Improvisation exercises?</li> </ul>

<p><b>Summer Half Term - 1</b></p>	<p><b>Unit 5: Theatre Appreciation</b></p> <p><b>Unit Focus: Curiosity</b></p> <p>Students practically explore a chosen text before watching a production (either live or recorded). Students will need to develop a critical response to the performance; analysing and evaluating its impact.</p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● To evaluate to work of theatre professionals</li> <li>● To identify the vocal and physical skills used by performers in the production</li> </ul>	<p>Focus:</p> <ul style="list-style-type: none"> <li>● To develop an understanding of the conventions of live theatre</li> <li>● To appreciate the work of live theatre makers</li> <li>● To develop evaluative and analytical skills.</li> </ul>	<p>Teacher led workshop lessons.</p> <p>Students will explore sections of the play.</p> <p><b>Assessment:</b></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"> <li>● What makes an effective theatre performance?</li> <li>● What key performance skills were used in the play?</li> <li>● What impact did the play have on you, the audience?</li> </ul>
<p><b>Summer Half Term - 2</b></p>	<p><b>Unit 6: Physical Theatre</b></p> <p><b>Unit Focus: Craftsmanship and Commitment</b></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 stimuli including stories and articles from which they will explore how to dramatize real life events using minimal sets or props.</p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● What physical theatre is and why we might use it</li> <li>● How to develop our physical skills in drama</li> </ul>	<ul style="list-style-type: none"> <li>● To learn about a specific style of theatre.</li> <li>● To develop movement skills and understanding of space and shape.</li> <li>● To promote student independence.</li> <li>● To understand the process of devising performance.</li> </ul>	<p>Teacher led workshop lessons.</p> <p>Each lesson will involve students working collaboratively to create their own devised performance.</p> <p><b>Assessment:</b></p> <p>Summative teacher assessment on final performance piece</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"> <li>● What is physical theatre?</li> <li>● How can a performance be created from a story?</li> <li>● What skills are required when creating physical theatre?</li> </ul>