

YEAR 7 DRAMA CURRICULUM PROGRESSION OVERVIEW

The Y7 curriculum is designed in a way that allows students, whether they are new to the subject or not, to explore, experiment and flourish in the practical learning environment. Throughout the year, students will learn key performance skills & techniques which they can then apply to script work and then ultimately to work they create themselves. How to work successfully in a group is also a key focus in lessons with time being spent on developing skills such as cooperation, time management. Lessons are designed so that every individual can succeed.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Introduction to Drama - Skills & Techniques/ Pantomime	'The Terrible Fate of Humpty Dumpty' David Calcutt	Silent Movies and Slapstick Comedy	<i>Matilda</i> – Roald Dahl.
Crucial Knowledge	Acting Skills: Facial expressions Body Language Gesture Voice: tone, pitch, projection Levels Proxemics Improvisation Comedy Over-exaggeration Techniques: Freeze Frames Spoken Thoughts Mime Split Stage Slow Motion Narration	Script Exploration Blocking Proxemics Levels Masking Stage directions Monologue Characterisation Voice Body language Gesture Movement Creating Tension Rising Action Climax Falling Action Resolution. PSHE Links: bullying, consequences, peer pressure.	Charlie Chaplin – influence on the style of acting. Mime: Detail Clear Facial expressions Gestures Body language Use of Captions in performance Importance of Music To take part in a series of exercises that focus on over exaggerated physicality. Slapstick: Pratfalls Unrealistic action Violence Over exaggerated Comedy	Students will work from script extracts and devising their own work based on the Roald Dahl classic. To further understand characters and motivations in the text. Vocal skills: tone, pitch, pace, expression, accent, emphasis, volume Building Tension Opportunity to look at more design elements within this scheme: costume design, set design when watching the filmed musical and supporting videos of behind-the-scenes extras and interviews with the cast. Linking to careers in the performing arts industry.



Why this learning now?	Year 7 is an important year in which to establish the relationships within the class. More time is given to build trust in this year, so students feel safe to perform and explore. We introduce the basic skills and techniques in Y7 and mainly focus on getting the students used to performing in front of an audience and working together as well as experimenting with their vocal and physical skills. As the year progresses, the students are then expected to become more independent and use skills and techniques in more challenging contexts and more proactively. We look at Pantomime to apply the new skills into the time when Pantomimes are most popular adding to their cultural and social experiences.	This is evident in Spring, as students now need to apply their new skills but to a play text. They can apply vocal/physical skills to the characters, but now need to understand how to work with a script and bring what's on a page to the stage, learning things such as 'stage directions and 'blocking'. Working with a Script at this stage in the year offers students more structure as they are at the beginning of their drama journey. So, they can refine skills in a context that is there for them, and they bring their own creativity to characters and direction.	This scheme requires students to be over the top, extra exaggerated and enthusiastic. Therefore, it's delivered towards the end of the year when students are feeling more confident and can push the required skills. It also allows for more comedic scenes/moments, which works best when you are feeling at ease with students in the class, when those relationships are established well enough that students really feel they can put themselves out there, have fun and create something unique together. The silent movie tasks revisit the miming skills previously covered at the beginning of Y7 and allows students to use their devising skills taught in the last unit to create more of their own scenes and scenarios.	This scheme is an excellent way to round off Y7 – bringing into focus both script and devising work with a text they may or may not be familiar with. The extreme characters allow for students to really push their performance skills and to showcase a range of emotions. This allows us to also look at the whole production: costume and set design and discuss choices made by the director around this now that students have a full understanding of the workings of stage and screen.
Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Spotlighting or show backs of performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work.			



	Summative: Students will be assessed against the skills and techniques taught and how confidently and independently they can use them in performance using WINS assessment sheets. Feedback after assessment is given straight away.	Summative: Students will rehearse and perform 2 chosen extracts from the script to an audience. Focusing on characterisation, blocking and performing to an audience using WINS sheets.	Summative: Students will perform a silent movie using a range of slapstick elements. WINS sheet and immediate feedback given.	Summative: Students will prepare a section of the text or an improvised task showcasing a range of acting skills and techniques. WINS sheets and immediate feedback given.
Learning at Home	GCSE Bitesize			
Key Vocabulary (Etymology words)	Proxemics	Stage Directions Climax	Refugee Discrimination	Exaggeration
Spiritual, Moral, Social and Cultural concepts covered	The KS3 drama curriculum has very close link to PSHE. In Y7 themes such as: peer pressure, identity and culture are explored practically and talked through in class discussions. Students have an opportunity to put themselves in someone else's shoes to live their experiences, teaching them understanding and empathy.			
Links to careers and the world of work	In class we will regularly refer to the work on an actor, but also the whole team that makes live performance a reality e.g., costume designer, lighting designer, set designer and director etc. especially in the last unit of the year. Careers guidance and pathways will be discussed at the start of the year linking the importance of skills gained in drama plus potential careers in future.			

