

Year 7 Drama- Long Term Planning

Intent/ Sequence of Learning

Term 1a- Baseline Assessment/ Introduction to Drama

Students will be able to:

- recall and apply some of the core skills in drama
- use the performance style of improvisation
- identify what makes a good planner
- identify some elements of an effective performance.

Cross Curricular Links:

Cross Curricular: core skills to other subject areas and British values

Core Skills:

- Control
- Co-operation,
- Communication
- Creativity
- Concentration
- Compromise
- Confidence

Term 1b- Evacuees/ Children in Conflict

Students will be able to:

- empathise with others outside their S, C, H, P context
- identify features of and use the drama conventions- still Image, group tableaux and mime
- identify and discuss the concept of historical context in drama
- create characters using some vocal and physical skills
- describe what makes an effective planner and performer and to model some of these skills
- make some reflective comments on the work.
- demonstrate the use of simple script and basic script conventions

Cross Curricular Links:

English: Links to English text- Machine Gunners with WW2 context. The theme of conflict and children links to the fiction and non- fiction texts studied. Identify and use script conventions.

History: Conflict (Norman Conquest)/ Links to WW2 in November

Music: Music to set historical context and atmosphere

Cross Curricular: Tolerance/ Mutual Respect/ Individual Liberty

Term 2a- Maria's Story

Students will be able to:

- use some listening and questioning skills to develop drama
- use TIR to retrieve information
- identify and use some features of mime to create a sense of place
- identify how tension and atmosphere can be created in drama
- identify what makes effective improvisation and apply this understanding to the drama.
- identify and use the drama convention of motif
- demonstrate the concept of historical context in drama
- identify and apply the structure of news reportage.

Cross Curricular Links:

English: Links to coverage of Shakespearian Context. Language of news reportage

Literacy: To recall, predict and connect information presented to develop the story and characters

Term 2b- Daedalus and Icarus

Students will be able to:

- adapt still images to explore abstract ideas
- respond in role to TIR, to develop the drama
- identify basic human rights
- recall, apply and analyse some tension techniques to create atmosphere in drama
- identify and apply the drama style of Physical Theatre
- use improvisations to establish an historical context
- select and apply some vocal and physical techniques to create characters
- talk about the drama using some key terms

Curriculum Links:

Literacy

Term 3a- Exploring Genre through Script/ History of Theatre

Students will be able to:

- identify and apply script and some script conventions
- identify features from a range of historical and theatrical period and genres
- begin to interpret characters through script, using a selection of vocal and physical techniques.
- identify and apply several features of stylised drama

Cross Curricular Links:

English: Identify and use script conventions. Talk to persuade.

Literacy: Reading strategy

Term 3b- Pandora's Box

Students will be able to:

- use features of talking to argue to develop a piece of drama
- use still images and group tableaux with confidence and reflect on their choices
- identify and apply features of split scene
- identify and demonstrate the idea of symbolism
- describe the techniques of Round- by- through- Frantic Assemble and copy movement sequences
- identify and apply several features of Naturalism
- select and apply some appropriate use of physical skills and space to create tension and status
- analyse some choices made

Cross Curricular Links:

English: Links to imagery

Literacy: Talk to argue

PSHE- Conflict/ Greed/ Hate/ Hope

Music: Music used to create atmosphere

Cross Curricular: Mutual respect/ tolerance