

# Year 7 Drama- Long Term Planning

## Intent/ Sequence of Learning:

### Unit 1- 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 and use a basic story structure
- identify some elements of an effective performance.

#### Core Skills:

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

#### Cross Curricular Links:

Cross Curricular: Core interpersonal/ transferable skills linking to all subject areas and British values

### Unit 2- Pantomime

#### Students will be able to:

- Understand aspects of the history of pantomime
- Identify and use features of Pantomime
- identify and apply script and some script conventions of pantomime
- Watch a Pantomime and evaluate key aspects, including actor and designer

#### Cross Curricular Links:

During this unit students will get the opportunity to watch a live pantomime.

English: Identify and use script conventions.

### Unit 3- Evacuees- Introducing Techniques

#### Students will be able to:

- empathise with others outside their S, C, H, P context
- identify features of and use the drama techniques- still Image, thought tracking, hot seating, soundscape 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: WW2

Music: Music to set historical context and atmosphere

#### **Unit 4- Maria's Story- Using your body**

##### **Students will be able to:**

- Identifying a range of physical ways that meaning can be created for an audience
- identify and use some features of mime to create a sense of place
- respond to teacher in role to build a context
- identify and using states of tension
- identify what makes effective improvisation and apply this understanding to the drama.
- identify and use the drama convention of motif

##### **Cross Curricular Links:**

History: Study of Tudor England will aid with historical context

English: Links to coverage of Shakespearian context.

#### **Unit 5- Using my Voice**

##### **Students will be able to:**

- Identify a range of vocal skills
- Use a range of vocal skills with some confidence
- Identify and use some features of Greek Theatre
- Plan and perform a Greek chorus
- Identify effective presentation skills
- Use their voice to appeal to an audience

##### **Curriculum Links:**

English: Speaking and Listening/ Speaking to Persuade

#### **Unit 6- Physical Theatre**

##### **Students will be able to:**

- Describe what physical theatre is
- Apply suitable physical skills to create a sense of place
- Plan and develop a performance using the style of Physical Theatre
- Evaluate Drama
- Identify and use the technique of Chair Duets by Frantic Assembly

##### **Cross Curricular Links:**

Mutual respect/ tolerance

#### **Year 7- The role of the actor:**

The Year 7 drama units introduce students to drama and the key skills needed to plan, perform and evaluate. Within this year, students will get the opportunity

- To focus on the role of performer; exploring how to create character, mood and context
- To engage with a range of drama genres including Pantomime, Greek Theatre and Physical Theatre
- To explore basic theatre techniques and explorative strategies, such as mime, still image, thought tracking, soundscape, teacher in role and hot seating.
- To engage with the live performance of a pantomime
- To evaluate live theatre
- To work with a range of short scripts