

INTENT-

- To introduce students to the study of Drama, including basic terminology.
- To develop skills in developing, performing and responding to Drama throughout the range of topics studied and assessment tasks.
- To allow students the opportunity to learn knowledge and skills in dramatic techniques, devising, theatre history, performing a play, exploring a play and a Shakespeare text.

The bigger picture:

Link to History: Students will make historical links in schemes such as Private Peaceful (WW1), Melodrama (Victorian era) and Midsummer Night's Dream (Elizabethan Era).
Link to Music: All schemes are thematic with Music so content will overlap.
Links to English: Students will study three play texts throughout the Year 7 course, including some script analysis and links to characters and themes.

**Bilton School Planning for Progress over Time
 Year 7 Drama
 Programme of Study 2020-21**

- AO1:** Create and develop ideas to communicate meaning for theatrical performance
- AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4:** Analyse and evaluate their own work and the work of others

IMPLEMENTATION

	Term 1 Introduction to Drama								Term 2 Harry Potter and the Cursed Child							Term 3 MSND						Term 4 Private Peaceful						Term 5 Melodrama						Term 6 Matilda						
KS3	31/8/20	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/20	19/1/20	2/11/20	9/11/20	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20	4/1/21	11/1/21	18/1/21	25/1/21	1/2/21	8/2/21	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21	19/4/21	26/4/21	3/5/21	10/5/21	17/5/21	24/5/21	7/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21	19/7/21
Year 7	Introduction to Drama	Teamwork	Storytelling	Using Your Voice	Physical Skills	Belief	Watching Live Theatre	Assessment – Theatre Review	Opening Scene	Exploring the Characters	The Death Eaters	Ensemble Movement	The Cursed Child	Script Work – Assessment Rehearsal	Performance of Assessment Script	The Lovers	The Fairies	The Mechanicals	MSND Theatre Project – Initial Ideas	MSND Theatre Project – Puppetry	MSND Theatre Project – Costume and Set Design	Understanding the Story	Themes	The Unseen Scene	The Warzone	Rehearsal for Assessment	Assessment Performance	Introduction to Melodrama	Delving into Stock Characters	Silent Movies	Melodrama Rehearsal	Melodrama Performance	Romeo and Juliet Melodrama	Telling the Story	Characterisation	The Chokey	Bruce Bogtrotter	Revoluting Children	Revoluting Children Performance	The Ending
Progress and assessment	Peer FAR Assessment – Week 3 Formative Assessment – Week 8								FAR Reflection – Week 1 Peer FAR Assessment – Week 4 Formative Assessment – Week 7 and 8							FAR Reflection – Week 1 Self Assessment – Week 4 Formative Assessment – Week 6						FAR Reflection – Week 1 Peer FAR Assessment – Week 3 Formative Assessment – Weeks 5 and 6						FAR Reflection – Week 1 and 7 Formative Assessment – Weeks 5 and 6												
Homework	Week 1 – 5C's Poster Week 7 – Develop notes for Theatre Review								Week 1 – Research the story of the play (Question sheet) Week 6 – Rehearsal for Assessment							Week 4 and 5 – Development of Project						Week 1 – Character Analysis Week 5 – Rehearsal for Assessment						Week 3 – Silent Movie Storyboard Week 7 – Evaluation of Performance												
Key Vocabulary/literacy opportunities	Key Vocab – Gesture, proxemics, facial expression, levels, still image, mime, vocal skills, physical skills. 1.1 Developing active listening skills 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts 3.2 Taking roles in group discussion								Key Vocab – Ensemble, movement, physicality, proxemics, characterisation, language, motivation. 2.2 Using and adapting conventions and forms of spoken texts 6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning							Key Vocab – Status, verse, prose, rhythm, ensemble. 3.2 Taking roles in group discussion. 6.1 Relating texts to the social, historical and cultural contexts in which they were written						Key Vocab – Storytelling, physical theatre, context, pace. 6.1 Relating texts to the social, historical and cultural contexts in which they were written 6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning						Key Vocab – Melodrama, exaggeration, stock characters, silent movies, movement, tone, pitch, volume. 2.2 Using and adapting the conventions and forms of spoken texts 3.2 Taking roles in group discussion.						Key Vocab – Physical theatre, narration, soundscape, chorus, hot-seating. 2.2 Using and adapting conventions and forms of spoken texts 6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning						
Connected knowledge	C&C – Society – Students work on their teamwork and social skills throughout the scheme of work, considering how to communicate and adapt to those around them. Develops general skills and terminology needed across all future schemes of work as well as setting expectations for the subject. AO1: Create and develop ideas to communicate meaning for theatrical performance AO4: Analyse and evaluate their own work and the work of others								C&C – Diversity – Considering what makes us feel part of a community and what makes us stand out (in regards to the characters own feeling towards themselves). Links to English – Study of a play – looking at language and the development of character from the books. AO1: Create and develop ideas to communicate meaning for theatrical performance AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others							Links to English – Students will study Merchant of Venice in Term 6 in English – this helps to set up their understanding of the language in performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO4: Analyse and evaluate their own work and the work of others						C&C – British Values – Discussion of individual liberty and respect through the historical context of WW1 and the exploration of the characters' experiences. Links to History – Students study WW1 in Year 8 History Autumn Term. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed						C&C – Cultural Respect – Discussions on the role of the gender stereotypes in Melodrama and the cultural history of the style of theatre. Links to Music – The creation of the performance for assessment works alongside the music assessment task for Spring Term 1. AO1: Create and develop ideas to communicate meaning for theatrical performance AO4: Analyse and evaluate their own work and the work of others						C&C – Society – Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves. Links to Music – The scheme will look not only at the book of Matilda, but also the musical theatre version. AO1: Create and develop ideas to communicate meaning for theatrical performance AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed						

IMPACT:
 Year 7 is designed to offer more independence and creativity as the year progresses, scaffolding students in the creation of effective performance and in their evaluative skills. The beginning scheme is mostly teacher led and has a focus on Drama skills (as students will most likely have limited experience of this during their primary school education). This leads onto schemes which work thematically alongside the Music curriculum to develop students' consideration of how music can be used to enhance characterisation, atmosphere and context of a dramatic performance. The impact of this is students having a greater understanding of the topics that they are studying in both Drama and Music and being able to apply this knowledge and understanding to a range of contexts.