

**Bilton School Planning for Progress over Time
Year 7 Drama
Programme of Study 2024 - 2025**

	Topic 1/2 – 8 lessons Introduction to Drama Leadership, Collaboration and Performance									Topic 1/2 – 7 lessons Introduction to Drama Leadership, Collaboration and Performance						Topic 3 – 6 lessons Chicken! Mark Wheeler (Road Safety TIE)					Topic 4 – 7 lessons Treasure Island					Topic 5 – 7 lessons Musical Theatre					Topic 6 – 8 lessons (combined project) STOMP Performing Arts Project													
KS3	02/09/2024	09/09/2024	16/09/2024	23/09/2024	01/10/2024	07/10/2024	14/10/2024	21/10/2024	HOLIDAY: 1 WEEK	04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	HOLIDAY: 2 WEEKS	06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025	10/02/2025	HOLIDAY: 1 WEEK	24/02/2025	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025	07/04/2025	14/04/2025 – 25/04/2025	28/04/2025	05/05/2025	12/05/2025	19/05/2025	26-05-2025	02/06/2025	09/06/2025	16/06/2025	23/06/2025	30/06/2025	07/07/2025	14/07/2025
Year 7	Intro to Performing Arts – Expectations and Team Building	Team Building: Basic drama skills/ games	Exploring: Melodrama (Stock Characters)	Creating: Devising using Melodrama Stock Characters	Rehearsal and Performance: Melodrama Scenes Heroes and Villians	Knowledge: Melodrama vs Naturalism Haunted House	Creating: Haunted House Mime and soundscape	Creating: Narration, Mime and Soundscape	HOLIDAY: 1 WEEK	Recap of key skills and Rehearsal: Haunted House	Performance of Haunted House piece Knowledge and Understanding: Booklet/	Exploring: GMM text scraps/ creating George and grandma	Creating: Narration and Characterisation – using scripted scene	Rehearsal and performance of scripted scene Devising Own Scene	Reflection and Devising own scene Rehearsal and performance	Booklet work and reward time	HOLIDAY: 2 WEEKS	Introduction to Chicken scene 1	Stereotypes and Script conventions	Genre of comedy - scene	Rehearsal of scene	Performance of Scripted Scene	Improvements to booklets/Evaluation/ Feedback and Rewards	HOLIDAY: 1 WEEK	Introduction to Treasure Island – Creating Director	Costume Design and Devising scenarios	Exploring the Hispaniola – Set Design and Musical Theatre	Exploring a scene – Jim and Ben Gunn	Rehearsal and Peer Assessment	Performance Week of Treasure Island Scene or Devised Scene	Completing booklet/ Feedback/Reward Time	Easter Holidays	Lion King Performance and Design	Creating whole class performance	Creating whole class performance	Creating props/ masks	Holiday 1 week	Finalising whole class performance	Whole Class Performance – circle of life	Complete booklets/ Feedback and Rewards	Cross Curricular Project - STOMP	Cross Curricular Project - STOMP	Cross Curricular Project – STOMP Performance Week	Cross Curricular Project - STOMP
Progress and assessment	Knowledge and Understanding Booklet to compliment practical lessons. End of topic performance to demonstrate skills learnt and explored									Knowledge and Understanding Booklet to compliment practical lessons. End of topic performance to demonstrate skills learnt and explored						Knowledge and Understanding Booklet to compliment practical lessons. End of topic performance to demonstrate skills learnt and explored					Knowledge and Understanding Booklet to compliment practical lessons. End of topic performance to demonstrate skills learnt and explored					Knowledge and Understanding Booklet to compliment practical lessons. End of topic performance to demonstrate skills learnt and explored																		
Homework	Project 1 – The Development of Drama and Theatre Essential tasks and Challenge Tasks									Project 2 - Essential tasks and Challenge Tasks						Project 3 Essential tasks and Challenge Tasks					Project 5 Essential tasks and Challenge Tasks					Project 4 Essential tasks and Challenge Tasks				Project 6 – Performing Arts Challenge!														
Key Vocabulary/ Literacy opportunities	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS									Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS						Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS					Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS					Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS																		
Connected knowledge	Development of key skills explored in Year 7 and introduction to key terminology within Drama and the ability to identify and reflect on how skills are used in practical activities. 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									Development of key skills explored in Year 7 and introduction to key terminology within Drama and the ability to identify and reflect on how skills are used in practical activities. 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						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. 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					Links to History – History of Musical Theatre and where it started and how it has developed over the past 100 years. Links to Music – The scheme will look at the musical theatre version of Matilda 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					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																		
Spiritual, Moral, Social and cultural.	<ul style="list-style-type: none"> Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Development of a respectful and safe culture within the studio space – being respectful and kind to our peers and resilient when working in small groups. Considering what makes us feel part of a community and what makes us stand out (in regards to the characters own feeling towards themselves). Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves. Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Through the range of topics studied, students explore contemporary issues relating to society and tolerance. 																																											

IMPLEMENTATION

British Values	<ul style="list-style-type: none"> • Respect and Sensitivity towards playing characters – avoiding stereotypes and ensuring students have access to a range of play texts that represent our society. • Clear expectations of individuals and how to work and collaborate with others through mutual respect. • Understanding and acknowledgement of different attitudes, opinions and social backgrounds and how that may influence viewpoints. • Taking responsibility for your own actions and understanding that your behaviour affects others. • Creating a tolerance of different faiths and beliefs through exploring a range of themes linked to British society. 	
Cultural Capital	<ul style="list-style-type: none"> • Students develop empathy for others and learn how to communicate and work with other people • Encouraging students to share their own experiences and empathise with others to develop an understanding of different life styles and life chances. • Understand how social context can influence personal circumstances and being respectful and empathetic to others in different situations. 	
	<p>By the end of Year 7 Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand what performance skills are. • Demonstrate basic physical and vocal skills to portray a character. • Evaluate their own application of skills • Analyse professional theatre and production 	<p>They will be able to do this by;</p> <ul style="list-style-type: none"> • Completing retrieval and do it now tasks correctly • Performing work in front of their peers and teacher • Demonstrating verbally and through written tasks self reflection • Showing knowledge and understanding through written tasks linked to the piece of theatre

INTENT-

- To introduce students to the study of Performing Arts
- To develop skills in creating, performing and responding in both Drama and Music throughout the range of topics studied and assessment tasks.
- To explore different topics which engage and allow students to express themselves and develop confidence to share and perform in front of their peers.
- Develop knowledge and understanding of the building blocks of Drama and Music.

The bigger picture:
Links to English: Students will undertake simple script analysis in their study of Roald Dahl Books and Shakespeare and explore how to develop storylines and character during their Introduction to Drama Unit.
Links to Dance: Exploration of Musical Theatre