

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

	Topic 1 – 8 lessons Introduction to Drama/ Darkwood Manor Leadership, Collaboration and Performance								Topic 1 – 7 lessons Introduction to Drama/ Roald Dahl Leadership, Collaboration and Performance							Topic 3 – 6 lessons Treasure Island						Topic 4 – 6 lessons Lion, Witch and The Wardrobe						Topic 5 – Musical Theatre – 9 lessons																			
KS3	1	2	3	4	5	6	7	8	OCT HALF TERM	1	2	3	4	5	6	7	XMAS HOLIDAYS	1	2	3	4	5	6	FEB HALF TERM	1	2	3	4	5	EASTER HOLIDAYS	1	2	3	4	5	6	7	MAY HALF TERM	1	2	3	4	5	6	7		
Year 7	Intro to Performing Arts – Expectations and Team Building	Team Building: Basic drama skills	Exploring Freeze Frames and Mime	Creating Soundscapes	Darkwood Manor: Rumours (Atmosphere)	Darkwood Manor: Narration Mime, Freeze Frame and Thought Tracking <b>FAR marking</b>	Darkwood Manor Exploring the house	Feedback and Summative Assessment		Intro to topic Exploring Roald Dahl: GMM text scraps/ creating George and grandma	Creating: Narration and Characterisation – using scripted scene	Rehearsal and performance of scripted scene Devising Own Scene using given characters	Exploration of BFG	Exploration of BFG	Exploration of BFG Summative Assessment	DIRT/Feedback week		Introduction to Treasure Island/ Live Theatre	Exploring the Hispaniola – Set Design and Physical Theatre	Exploring a scene – Jim and Ben Gunn	Rehearsal and Peer Assessment <b>FAR Marking</b>	Performance Week of Treasure Island Scene or Devised Scene	Performance Summative Assessment		DIRT/Feedback week	Introduction to Lion, Witch and The Wardrobe	Exploring Scenes	Exploring Scenes	Exploring Scenes <b>FAR MARKING</b>		Rehearsal	Performance and Knowledge and Understanding Summative Assessment	Introduction to Musical Theatre (History)	Musical Theatre History	Introduction to the Lion King Musical	Puppetry Workshop <b>FAR MARKING</b>		Exploring Scenes	Exploring Scenes	Development of Performance	Rehearsal of Performance	Performance Summative Assessment	Evaluation of Year 7 Drama Skills	Catch Up Week			
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 Essential tasks and Challenge Tasks								Project 2 Essential tasks and Challenge Tasks							Project 3 Essential tasks and Challenge Tasks						Project 4 Essential tasks and Challenge Tasks						Project 5 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. <b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance. <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> 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. <b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance. <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> 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. <b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance. <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> 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. <b>Links to Music</b> – The scheme will look at the musical theatre version of Matilda <b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance. <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> Analyse and evaluate their own work and the work of others						<b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance. <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> Analyse and evaluate their own work and the work of others																			
Spiritual, Moral, Social and cultural.	<ul style="list-style-type: none"> <li>Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>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.</li> <li>Considering what makes us feel part of a community and what makes us stand out (in regards to the characters own feeling towards themselves).</li> <li>Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves.</li> <li>Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>Through the range of topics studied, students explore contemporary issues relating to society and tolerance.</li> </ul>																																														

**IMPLEMENTATION**

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

**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