



The High School
Leckhampton

Year 7 **DRAMA**



Topic Titles

The Non-Negotiables & The Basics

PEPPAVITA – Voice

Greek Theatre

Characterisation and text

Live Theatre Review

Improvisation

Intent

Above all else, the Drama department aims to help pupils of all abilities to make the most of their potential. Everyone can gain from access to the performing arts, enriching appreciation of both the form and content of dramatic works - building empathy, understanding, teamwork and negotiation skills, as well as fostering creativity.

Links with other subjects

Drama and English have many links, including reading and analysing scripts, considering the impact of setting and understanding characterisation. Drama and PE have many links, including understanding movement, using the space around you and considering how movement affects emotions. Drama and History have many links, including considering the social and historical context of a text, discussing different time periods and considering different cultural norms.

How will knowledge and skills be taught?

Pupils will be focusing on building a solid foundation of skills on which to develop and progress throughout KS3 and beyond. The skills the students will be taught are:

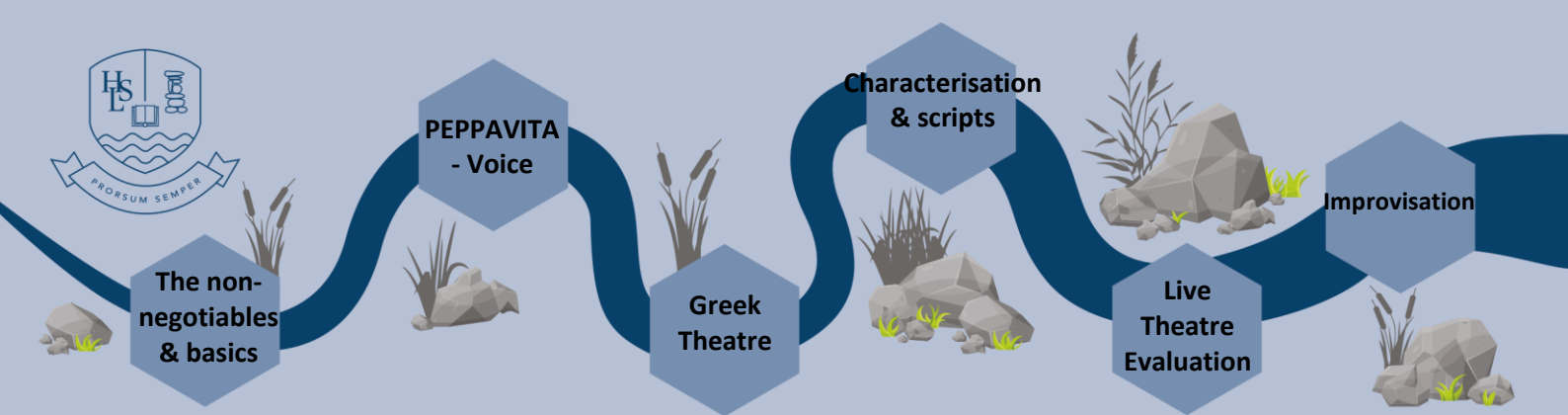
- Practising using their body language and facial expressions
- Using still images
- Chorus work
- Working in a group
- Planning, discussing and rehearsing
- Reading, interpreting and working with scripts
- Improvisation

How can parents help?

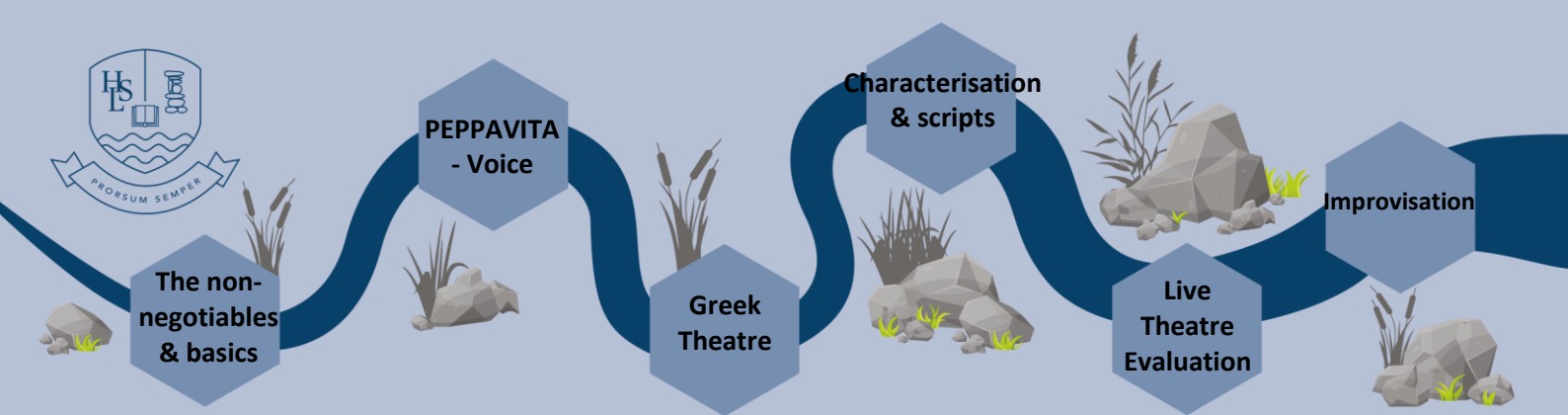
Watching live performances of productions with your children will be invaluable: being able to see performances in person allows children to understand the scope of Drama, the importance of using space and the art of projection. Furthermore, discussions around performances will encourage them to self-reflect on their own work, encouraging improvement and development. Having active and lively discussions and debates with your about current news topics and issues on a regular basis will not only help and improve their listening skills, but it will also develop and their discussion and debate voice.

Recommended Reading and Preparation for Learning

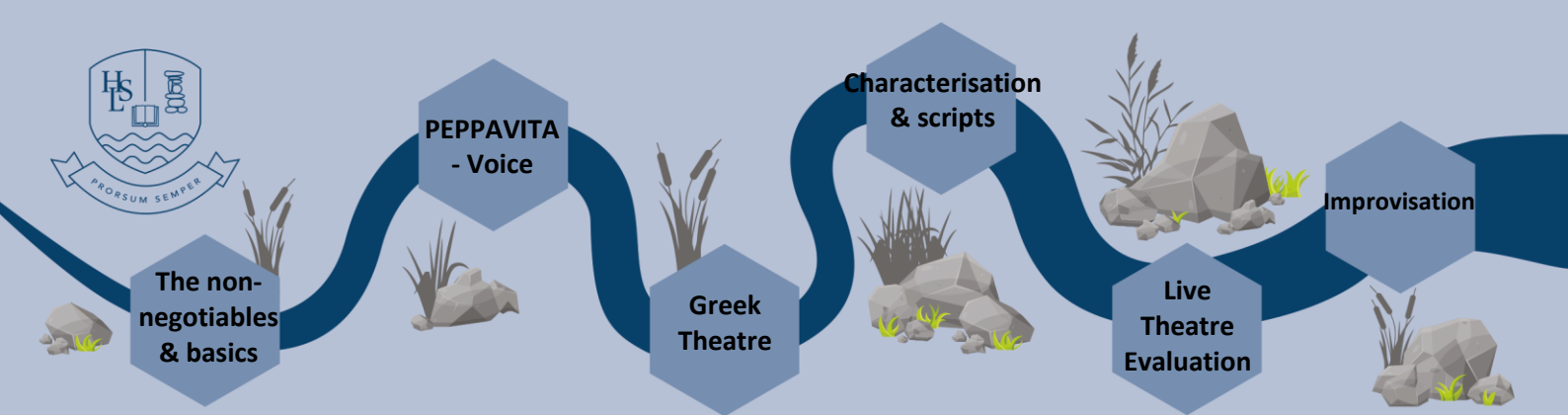
- All about Theatre - National Theatre
- Acting for Young Actors: The Ultimate Teen Guide – Dinah Lenney
- Break a Leg! The Kids Guide to Acting and Stagecraft – Lise Friedman
- Reading stories and plays to inspire their own ideas
- Drama Reading Canon



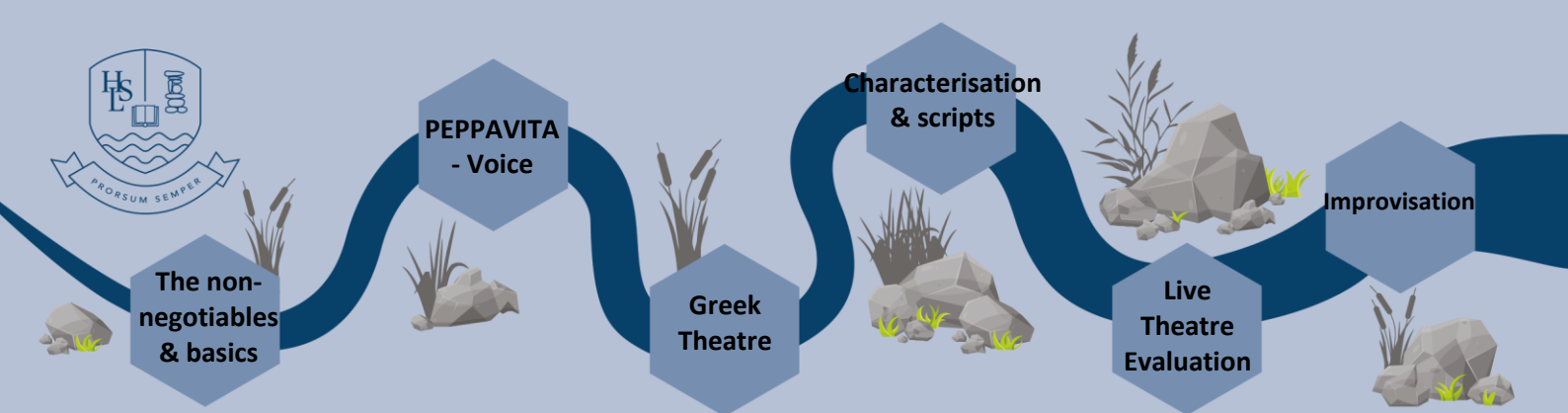
Subject: Drama		Year Group: 7		Module: Term 1	
Module/Theme: The Non-Negotiables & Basics					
Topic Outline & Aims Students will learn about the 6 non-negotiable Drama skills that should be applied to all practical work. Each non-negotiable is equally explored in a holistic way to ensure students understand how they all link together to communicate character and meaning to an audience. By the end of the topic, students will be clear on what the non-negotiables are and how to apply them. Students are also introduced to basic Drama techniques that can be utilised and developed in numerous ways in all topics.					
Key Skills and Knowledge taught through this topic: Knowledge: the non-negotiables in Drama, the key words, and their meaning. The basic Drama skills and their definitions. Skills: practically applying the non-negotiables and basic skills in given circumstances					
Prior Learning: KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS3: these skills are used in every practical performance and are the foundation of all performances. KS4: Level and range of skills are part of the assessed criteria in both performance components.		National Curriculum Links: ‘Spoken English’ section in the KS3 English National Curriculum says “improvise, rehearse and perform scripts”.	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			Assessment of Learning: Students complete several small formative performances that are assessed either by themselves, peers, or teacher. Summative assessments are recorded once a term and watched back to extend responses around development of work and prepare students for GCSE criteria as all exams are filmed. Students are assessed on their variety of skill, level of skill, teamworking, creativity and imagination and purpose and reason. For each category there is a mark out of 4. Students are provided the visual guide to understand where their areas of strength are and what they need to focus on for improvement.		
British Values Links: Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
Eco Schools Links: Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in a KS3 booklet in class to avoid re-printing but also available digitally on the VLE.					
Reading / Enrichment: <ul style="list-style-type: none">Watching plays and musicals to see how the non-negotiables are used in professional theatreReading a variety of genres to help develop imagination and creativityAttending a variety of extra-curricular to develop skillsReading books suggested on the Drama Reading Canon		Key Vocabulary: <ul style="list-style-type: none">Facial expressionsBody languagePerformance focusReacting to the actingFacing the audienceLevelsStill imageThought trackingMimeTransition		Numeracy Opportunities: Dividing lines between group members. Reviewing the size of the space	
				Career Links: Year 7 Drama builds the essential transferrable skills for all areas of employment. Students focus on teamwork and communication in this first topic.	



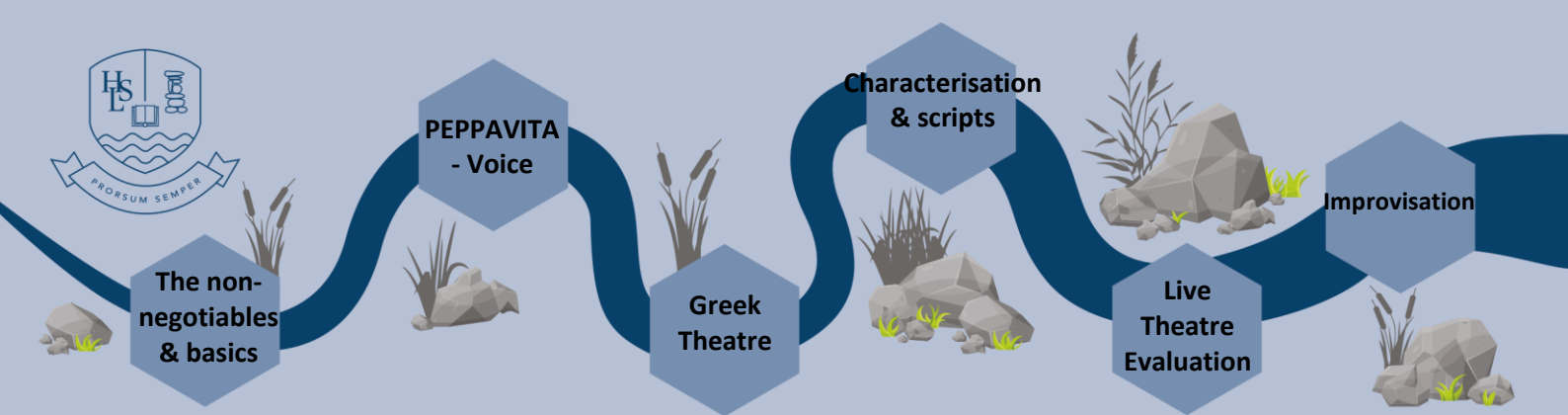
Subject: Drama		Year Group: 7		Module: Term 2	
Module/Theme: PEPPAVITA – Voice					
Topic Outline & Aims Students will learn and understand the importance of voice and how this can be used in different ways to communicate different emotions. Students will understand that public speaking is a vital life skill and how we present is crucial! Students will experiment with a given script (Little Red Riding Hood Revolting Rhymes) to help them develop their use of voice in performance and will focus on communicating character and emotion.					
Key Skills and Knowledge taught through this topic: Knowledge: students will learn each key word for the acronym ‘PEPPAVITA’ (pitch, emphasis, pause and pace, projection, accent, volume, intonation, tone, articulation) Skills: students will be able to apply a variety of these techniques to their character in their script and understand how certain techniques can have a bigger impact on key words or lines.					
Prior Learning: KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS3: these skills are used in every practical performance and are the foundation of all performances. KS4: Level and range of skills are part of the assessed criteria in both performance components.		National Curriculum Links: ‘Spoken English’ section in the KS3 English National Curriculum says “improvise, rehearse and perform scripts”.	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts				Assessment of Learning: Students complete several small formative performances that are assessed either by themselves, peers, or teacher. Summative assessments are recorded once a term and watched back to extend responses around development of work and prepare students for GCSE criteria as all exams are filmed. Students are assessed on their variety of skill, level of skill, teamworking, creativity and imagination and purpose and reason. For each category there is a mark out of 4. Students are provided the visual guide to understand where their areas of strength are and what they need to focus on for improvement.	
British Values Links: Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
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Reading / Enrichment: <ul style="list-style-type: none">Watching plays and musicals to see how the non-negotiables are used in professional theatreReading a variety of genres to help develop imagination and creativityAttending a variety of extra-curricular to develop skillsReading books suggested on the Drama Reading Canon		Key Vocabulary: <ul style="list-style-type: none">PitchEmphasisPause and paceProjectionAccentVolumeIntonationToneArticulation		Numeracy Opportunities: Dividing lines between group members. Reviewing the size of the space	
				Career Links: Year 7 Drama builds the essential transferrable skills for all areas of employment. Students focus on their public speaking skill in this topic that helps them become confident in front of groups.	



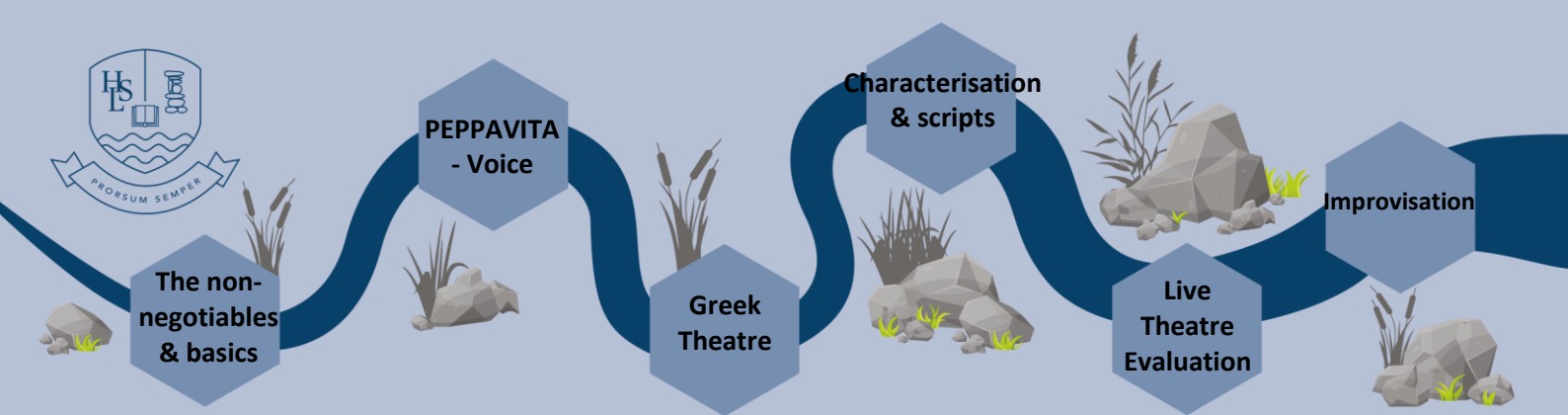
Subject: Drama		Year Group: 7		Module: Term 3	
Module/Theme: Greek Theatre					
Topic Outline & Aims Students will learn the origins of theatre and how theatre has evolved over the last 2,000 years. Students will learn about the Greek traditions regarding theatre, key techniques that were used and have been adapted and used in modern theatre and understand how Greek theatre underpins all elements of theatre we know today. By the end of the topic, students will be able to articulate and demonstrate a practical understanding of the key skills of the Greek chorus and apply to a given extract from a Greek myth.					
Key Skills and Knowledge taught through this topic: Knowledge: students will learn the key terms for the amphitheatre and the specific techniques used by the Greek chorus throughout a traditional play. They will learn how Greek theatre has influenced modern theatre and make connections between the traditional style and more modern interpretations they see in texts and plays. Skills: students will be able to apply a variety of the Greek chorus techniques to their work and focus specifically on the ensemble approach to performance.					
Prior Learning: KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS3: these skills are used in every practical performance and are the foundation of all performances. KS4: Level and range of skills are part of the assessed criteria in both performance components.		National Curriculum Links: ‘Spoken English’ section in the KS3 English National Curriculum says “improvise, rehearse and perform scripts”.	
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				Career Links: Drama underpins all of the vital transferrable skills needed in employment. The ability to work together, work to a deadline, think creatively and be adaptable are all explored through practical exploration. Understanding where theatre came from can influence theatrical choices and routes later in life.	



Subject: Drama		Year Group: 7		Module: Term 4	
Module/Theme: Characterisation & scripts					
Topic Outline & Aims Students will learn how to interpret a script and build their characters by building a ‘3D’ idea for their character. Students will consider how to play characters in a convincing, realistic way applying skills learnt from Term 1 and Term 2 into their practical work. They should be able to draw on personal experiences of situations to help influence their work and create convincing and realistic characters in relation to a given scenario.					
Key Skills and Knowledge taught through this topic: Knowledge: students will learn the key techniques for characterisation and how to utilise their basic skills to be convincing and realistic. Skills: students will be able to apply their basic Drama skills with depth and clarity to showcase their understanding of how these skills are used in all performances.					
Prior Learning: KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS3: these skills are used in every practical performance and are the foundation of all performances. KS4: Level and range of skills are part of the assessed criteria in both performance components.		National Curriculum Links: ‘Spoken English’ section in the KS3 English National Curriculum says “improvise, rehearse and perform scripts”.	
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				Career Links: Drama provides students with vital transferrable skills to be successful in any industry. Students will benefit from script work to develop their empathy and engaging public speaking skills with confidence and effective use of space when addressing a room.	



Subject: Drama		Year Group: 7		Module: Term 5	
Module/Theme: Live Theatre Evaluation					
Topic Outline & Aims Students will learn how to analyse and evaluate a professional performance. They will be able to engage in a production and recognise the successes of the performers and how performance skills they’ve learnt this year are used professionally and contribute to an audience’s experience. Students will be able to engage in mature and sophisticated discussions on age-appropriate topics that help develop their understanding of the world around them.					
Key Skills and Knowledge taught through this topic: Knowledge: students will learn how to effectively describe, analyse and evaluate a professional production. They will understand how theatre is a voice for social and political topics and will learn to give their own thoughts and opinions confidently in discussion Skill: students will use subject specific terminology to describe performance skills and focus on the impact on the audience through analysis and what the performance skills communicate. They will be able to evaluate the success of an actor’s performance and connect on a personal level.					
Prior Learning: KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS3: students complete a live theatre review each year at KS3 to develop their analytical skills KS4: a live theatre review forms part of the Year 11 exam		National Curriculum Links: (English KS3) The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts				Assessment of Learning: Students will be assessed through their oracy and contributions to class discussions surrounding the production we watch. It is important to recognise clear, coherent and confident vocal exchanges as valuable sources of assessment in Drama where communication is a main focus. Students will be formatively assessed each lesson based on engagement and contribution through class discussion. Students will complete a short evaluation of the performance they have watched.	
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				Career Links: Evaluating theatre allows students to express their opinions on a creative outlet and would be beneficial experience for any student considering a critic role in the future. Developing an opinion on something and discussing it will benefit all students in any industry.	



Subject: Drama		Year Group: 7		Module: Term 6	
Module/Theme: Improvisation					
Topic Outline & Aims Students will bring all of their skills learnt in Year 7 to understand how to improvise a performance. The aim of this topic is to build confidence in the students to be reactive and engage in tasks with no prior preparation. Students will be able to ‘go with the flow’ and be adaptable showing how they can think on the spot, be open to suggestions and show excellent teamwork skills to build and engaging, improvised performance.					
Key Skills and Knowledge taught through this topic: Knowledge: students will learn how to improvise a performance using a variety of skills learnt throughout the year. Skill: being able to improvise in the moment and react in the moment to situations. They will learn to be creative, imaginative and open.					
Prior Learning: KS2: (within the English National Curriculum) Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		Future Learning: (Context) KS3: being able to improvise will help the students in all performances they do in the upcoming years and give them the confidence to respond in the moment if something goes wrong KS4: allow students to feel confident in their practical exams to continue a performance should a problem occur		National Curriculum Links: (English KS3) Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	
RRSA Links: Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts				Assessment of Learning: This topic will be formatively assessed each lesson based on the engagement and success of their improvisations. Students will be assessed on their ability to be open-minded and responsive to the scenarios they are acting in. Students are reminded of the 5 key areas of assessment used throughout the 5 other topics in the year and these will inform the overall achievement of this topic.	
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Reading / Enrichment: <ul style="list-style-type: none">Watching plays and musicals to see how the non-negotiables are used in professional theatreReading a variety of genres to help develop imagination and creativityAttending a variety of extra-curricular to develop skillsReading books suggested on the Drama Reading Canon		Key Vocabulary: <ul style="list-style-type: none">ImprovisationResponsiveOpen-mindedTeam player		Numeracy Opportunities: Dividing lines between group members. Reviewing the size of the space	
				Career Links: Improvising is a useful skill to have in case things go wrong in the workplace and you need to be quick thinking with a problem-solving attitude. Improvisation builds confidence and will be beneficial to any job sector.	