

Subject: Drama

Year: 7

Term 1 programme of Study:

Basic skills – Most students may have little or no prior knowledge of drama. The basic skills topic introduces students to all the key drama techniques and is designed to enhance their confidence and self-esteem. Students will work individually and in small groups to gain an understanding of key drama skills such as tableaux, thought-track, improvisation and mime. Students will explore the competences **collaboration** and **self-confidence** and will perform in front of their peers every lesson.

Darkwood Manor – After learning the key drama skills, students will study the exciting and mysterious topic Darkwood Manor. This topic allows students to deepen their basic skills knowledge and explore new drama techniques, such as teacher in role and body as prop. Students will be required to take on the role of a villager and will work in groups to discover the history of Darkwood Manor. This topic will continue to develop the competence **self-confidence** and will enhance **communication** skills, both verbally and physically. Students will have the opportunity to use I Movie to create a film trailer, developing their **digital competence**.

Term 2 programme of Study:

The Stones – During this topic students will be introduced to the issue of peer pressure. Students will practically explore situations, relevant to their age group, which may lead to peer pressure and **critically think** about how to react and deal with peer pressure. Students will be introduced to script work and will read and perform extracts from the play 'The Stones'. Working individually, in pairs and in groups, students will develop their **problem solving skills** and **collaborate** to explore a modern play with an important message. Students will demonstrate their understanding of this topic by creating an advert highlighting the issue of peer pressure.

Improvisation – Students will study the drama technique improvisation in more detail and will explore different forms such as spontaneous and rehearsed improvisation. Students will be encouraged to develop their **creativity** and performance skills through individual, pair and group improvisations. **Self-confidence** will be developed as students perform and showcase their work in front of an audience.

Term 3 programme of Study:

Introduction to Shakespeare – Students will be introduced to several of Shakespeare's classic plays and will explore each play practically through key drama skills, such as tableaux and improvisation. The competence **independent learning** will be developed as students gain an understanding of Shakespeare's language and the context in which each play was written. Students will **communicate** Shakespeare's work practically and verbally and will **independently** consider the relevance of his work today.

Titanic – Students will develop the competence **creativity** as they explore the story of the titanic, through the character of Thomas Miller. **Initiative and self-direction** is required as pupils create and portray characters from different social backgrounds and learn key facts about the Titanic. Students will experiment with digital software to aid their understanding of the Titanic and Thomas Millers story.

Homework:

Drama homework is set fortnightly and will be completed in student's drama homework booklets. Homework links directly to the topic/skill that students have studied during the lesson and encourages students to demonstrate their knowledge and understanding further. Homework tasks in year 7 include; creating a newspaper article, completing a character role on the wall and planning a digital trailer, using IMovie. Homework is marked and constructive feedback is given by the class teacher using the marking criteria WWW (what worked well) and EBI (even better if). Students are expected to complete all homework on time to the best of their ability.

Assessment:

Students are assessed in drama in three areas, creating, performing and evaluating. Throughout the year students will individually be assessed to determine if they are working towards expectations, meeting expectations or exceeding expectations. Assessment tasks in Year 7 include creating a film trailer and an advert using IMovie, staging a performance of a play by William Shakespeare and creating a performance based on the story of the Titanic. Students will set themselves an individual improvement target based on the three assessment areas and they will receive self, peer and teacher feedback to develop further. Student's drama booklets will be used to track and monitor assessment progress, as well as recording the competences covered in drama.

How parents can support learning:

Parents can support learning and progress in drama by;

- Making sure that students bring their drama homework booklet to each lesson.
- Students complete homework on time, to the best of their ability.
- Encouraging students to research each topic in more detail to promote independent learning outside the classroom.
- Support and encourage students to join extra curricular drama CAS activities to develop further.

Learning resources:

Drama booklet

www.bbcbitesize.co.uk

www.history.com/topics/titanic

www.tes.com/.../year-7-drama-skills-3013779

