

Year 7 Curriculum Intent					
	Autumn Term		Spring Term	Summer Term	
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Key Concepts	<ul style="list-style-type: none"> Specialist skills Personal management/life skills <p>Basic drama skills and techniques</p> <p>'INTRODUCTION TO DRAMA'</p>	<ul style="list-style-type: none"> Specialist skills Personal management/life skills Creating original drama Evaluation Apply basic dance skills. <p>Issue based dance and drama exploration.</p> <p>'BULLYING'</p>	<ul style="list-style-type: none"> Specialist skills Creating original drama Personal management/life skills Interpreting scripts evaluation <p>Historical drama exploration and devising</p> <p>'EVACUEES'</p>	<ul style="list-style-type: none"> Personal management/life skills Interpreting scripts Specialist skills evaluation theatre roles and responsibilities <p>'Shakespeare from page to stage'</p>	<ul style="list-style-type: none"> Specialist skills Personal management/life skills Creating original drama evaluation theatre roles and responsibilities <p>Theatre design 'Puppets'</p>
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion Improvising, rehearsing and performing Using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<ul style="list-style-type: none"> Apply the six basic dance skills and parkour to story tell the theme of bullying. 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. Using Standard English confidently in a range of formal and informal contexts, including classroom discussion 	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary Improvising, rehearsing and performing, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Using Standard English confidently in a range of formal and informal contexts, including classroom discussion 	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare 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. Using Standard English confidently in a range of formal and informal contexts, including classroom discussion 	<ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through scripts and other imaginative writing draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English use Standard English confidently in their own writing and speech 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.
Assessment	Practical group performance	Practical group performance	Practical group performance Writing in role	Scripted performance	Performance of puppet script puppet design
Why this?	To ensure all pupils share a common knowledge of the basic skills needed to enjoy participation in drama lessons. To build a positive class rapport	Pupils can put their new skills into practise, improving and experimenting. They will be challenged to use their skills in more diverse and innovative	A subject matter that pupils love to explore!!! An excellent vehicle to introduce more complex and challenging drama methods and techniques.	Shakespeare should be accessible and enjoyable! Pupils should understand plays were written to be performed and should enjoy doing so. Either A Mid-Summer Night's Dream or Romeo and Juliet appeal	To shift focus slightly to one of the design elements involved in theatre. Puppets are being increasingly used and hold appeal to younger students. This will introduce pupils to new aspects of the industry and engage

	amongst pupils.	ways. They will apply both		to young people this age in terms of	those who find design and script
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		basic drama and dance skills to showcase the impact of bullying.		themes and content.	writing more enjoyable than performance. Pupils' range of skills will be expanded
Why now?	At this point pupils are mostly uninhibited and prepared to experiment and take risks. An exciting and structured introduction enthuses pupils and enables them to see the potential possibilities of drama. Learning basic skills now allows pupils to improve and develop over KS3 as they take on more complex activities	Learning basic dance skills now will help students to develop their confidence through KS3 as they take on more complex activities. Students are ready to work more independently and try out ideas of their own. Encouraging this early in the process is vital to the success and enjoyment of drama and dance. Bullying and friendship issues are very important in the lives of young people as they settle into a new school thus empathy is beneficial.	Creativity, imagination and enjoyment of drama are high at this point. We aim to exploit this and introduce new skills into our pupils' repertoire. Pupils are required to develop more complex characters and plots	Pupils will now have sufficient skills to approach a more complex text with confidence and imagination. They are in a position to take on more complex language and consider how they can communicate with a contemporary audience, whilst taking pride in their own achievement, performing the Bard.	An enjoyable and very creative end to end year 7. Students can work more independently within given group to create a performance, resolving their own issues and employing their previously learned drama knowledge with initiative and originality.
Skills & Characteristics	<p>aiming high Pupils face the challenge of working in drama as a distinct subject area. They will need to develop confidence, focus and self-control to reach their potential in a drama classroom. They are introduced to our drama motto 'Strong and right or Strong and wrong' to begin to develop the culture of learning from mistakes.</p> <p>Team work Pupils get to know each other as they begin to develop a class or 'company' rapport. They must learn to treat each other with respect, tolerance and kindness. They begin to understand how we communicate both physically and vocally.</p> <p>Creativity Pupils learn new skills and techniques which they must apply to their work in increasingly imaginative and individual ways.</p> <p>Speaking Pupils learn how to manipulate their voice to create meaning. Speaking is the major method of communication in all lessons. See also NC above</p>	<p>aiming high Pupils continue to learn new skills in drama. Now they are encouraged to apply their learning to new situations and respond positively to feedback. They continue to be encouraged to see 'mistakes' as a positive learning tool.</p> <p>Team work Pupils continue to get to know each other and why communication is so important in Performing arts. A key element of this unit is the need for empathy and understanding when considering the feelings of others – to listen and respect another's perspective.. They continue to develop understanding of how we communicate both physically and vocally.</p> <p>Creativity Pupils learn new skills and techniques which they must apply to their work in increasingly imaginative and independent ways.</p> <p>Speaking Pupils use their voice to negotiate, instruct and create characters. See also NC above</p>	<p>aiming high Pupils work in many formats, as they are introduced to more complex and challenging drama techniques. They are encouraged to aim for the very best and learn from mistakes.</p> <p>Teamwork Communication and teamwork is called for in many ways as pupils have the opportunity to practise key skills in a range of group formats Pairs, trios, small groups, solo and as a whole class. Each format requires flexibility and adaption of skills.</p> <p>Creativity Pupils must apply new and existing drama skills imaginatively to create various roles in a historical setting.</p> <p>Speaking Pupils use language and vocal skills to recreate a historical era. They experiment with different uses of voice and language to communicate in different situations. See also NC above</p>	<p>aiming high Pupils are challenged with performing Shakespeare. This can be daunting but we continue to focus on developing positivity, aiming high and being 'strong', learning from our mistakes.</p> <p>Team work Pupils work in groups to create their performances, requiring teamwork and communication. They also must communicate physically and vocally with an audience.</p> <p>Creativity Pupils must rise to the challenge of interpreting Shakespeare's script, using their acting skills with imagination to connect with the audience.</p> <p>Speaking Is used in rehearsal and feedback. Pupils learn to speak Shakespeare's language with confidence. See also NC above</p>	<p>aiming high Resilience is developed in a number of ways. Pupils must learn new design skills. Working as a group, they are given instructions to build a prototype which they must do independently. They share their success and failure with others, learning from mistakes.</p> <p>Team work Pupils work in groups to create their puppets and performances. They must collaborate to set targets, collect materials, and evaluate progress as they work as a team.</p> <p>Creativity Pupils can choose the puppet style they wish to develop. Independent study and learning will be required to develop specialist skills, in addition to the group collaboration. Pupils will need to evaluate their progress, set new targets and solve problems.</p> <p>Speaking See NC above</p>

Aspirations & Careers	<p>careers This is the first stage of building professional industry standard drama skills. Students are introduced to the skills used by actor. It also introduces essential skills valuable in all subjects, jobs and as a member of society.</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>cultural capital Pupils begin to learn about the traditions of British Theatre, including theatre visits.</p>	<p>careers Pupils learn dance skills and develop further drama skills essential in the performance industry e.g. Developing a role, improvisation, empathy technical vocabulary. Essential life skills continue to be developed .e.g. communication and empathy</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, dance club, annual production, assemblies, LAMDA, Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p>	<p>careers Pupils continue to develop further skills towards industry standards. See above Essential skills continue to be developed. E.g. resilience and teamwork. enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Through drama pupils explore the experiences of children at a key moment in British history - WW2</p>	<p>careers Pupils continue to develop further skills towards industry standards, learning the process of bringing a script from page to stage. See above Essential skills continue to be developed. E.g. working to deadlines, responding to feedback</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils enter the World of William Shakespeare, interpreting his scripts.</p>	<p>careers Pupils learn of more careers within theatre, in design and in writing. They continue to develop acting skills with a focus on voice. Essential skills continue to be developed. E.g. teamwork, empathy, resilience. Cooperation, confidence, aiming high.</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p>

YEAR END POINTS

<ul style="list-style-type: none"> • Basic (Lower Ability End Points) 	<p>Clear (Middle Ability End Points)</p>	<p>Detailed (Higher Ability End Points)</p>
<ul style="list-style-type: none"> • work as part of a group and co-operate with others some of the time. • Suggest simple ideas for devised drama • Use simple vocal and physical performance skills to play a simple character • show focus for some of the time in rehearsal and performance • remember some lines from a script and co-operate with others on stage. • Describe the plot and characters of a play. • describe the strengths and weakness of a performance • employ • use basic drama vocabulary use a small range of drama techniques • • • • 	<ul style="list-style-type: none"> • Apply listening and cooperation skills to group work • create devised drama with a clear aim • create an original character using physical and vocal skills. • Apply focus for most of the time in rehearsal and when performing. • Interpret a scripted role and remember a section of script accurately • can use inference when exploring scripts. • Identify the strengths and weaknesses of a performance and suggest ways to improve • Apply drama techniques with relevance • Select appropriate subject terminology to discuss their work 	<ul style="list-style-type: none"> • Create devised drama with a clear aim and purpose • create an original and well-developed character and combine physical and vocal skills. • Apply focus all of the time in rehearsal and when performing. • Discover ways to interpret a scripted role and remember a section of script accurately • can appraise the plot and characters of a script • analyse the strengths and weaknesses of a performance and create ways to improve • choose drama techniques to create meaning • choose drama vocabulary accurately and appropriately • appropriate subject terminology to discuss their work