

Year 7 Curriculum Overview Plan: Drama

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:
Exploration	Exploration	Exploration	Exploration	Exploration	Exploration
Question: What is	Question: Why is	Question: What are	Question: How else	Question: What does	Question: What was
Drama?	teamwork important	the consequences in	can you	it mean to be a triple	the earliest form of
Drama Through	in Drama?	the community?	communicate	threat?	Theatre?
Storytelling –	Desert Island/Lord of	Anti Bullying /	emotion?	Musical Theatre (The	Greek Theatre
Revolting Rhymes by	the Flies by William	Verbatim Theatre	Silent Movies	History of Musical	(Myths and
Roald Dahl	Golding			Theatre)	Legends)
		Prior Learning:	Prior Learning:		2080
Prior Learning:	Prior Learning:			Prior Learning:	Prior Learning:
		Students will recap	Students will recap		Filoi Lealling.
Students are	Students will recap	and recall their basic	and recall their basic	Students will recap	Students will recap
introduced to some	and recall their basic	Drama exploration	Mime and Roleplay	and recall their	and recall their basic
basic Drama	Drama exploration	knowledge so that	skills learned during	exaggerated and	Drama exploration
exploration at	skills learned during	they can access and	their Storytelling and	over the top style of	skills learned during
primary school	their storytelling	experience this	Anti-Bullying topics.	performance from	their storytelling
during the English	topic from last half	'rehearsal for life'		their silent movies	topic from their
curriculum. This topic	term.	Process based Drama	Current Learning:	topic from last half	previous learning.
will allow the		topic.		term.	previous learning.
Performing Arts	Students will use the		Key Concepts,		Students will
department to	Drama techniques	Students need to	Knowledge & Skills	Students have prior	combine this with
baseline assess each	they learnt in	have a secure	to be Embedded:	learning of basic	the use of the
student in year 7 to	storytelling to take	knowledge in the		drama skills and	exaggerated Drama
determine their level	part in a series of	following basic	Students will use	techniques. They	techniques they
of Performance	small challenges,	storytelling	their knowledge of	should have secured	learnt from 'Silent
ability. This will be	focusing on	techniques:	the Mime (Miming)	knowledge in	icarric from Sherit



cross referenced against the departmental progress indicators and the core values of the department (6 Cs).

teamwork, cooperation and communication. All of this will be underpinned by the playtext 'Lord of the Flies' by William Golding. Still Image Narration Roleplay Body as Prop Current Learning:

technique they learnt in storytelling to create, rehearse and perform their own original 'silent movie'. This narration, freeze frame, vocal expression, roleplay and mime.

Movies' onwards, to take part in discovery of a Greek Theatre Myth, focusing on teamwork, cooperation and communication.

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

Demonstration of

basic storytelling

Revolting Rhymes

and other short

skills in Drama using

stories as a stimulus.

Students learn what

the 6Cs of Drama

are, and how they

learning journey at

Airedale Academy.

The 6Cs are:

Co-operation,

Communication,

Control, Confidence,

relate to their Drama

Key Concepts, Knowledge & Skills to be Embedded:

Current Learning:

Students will use the Drama techniques they learnt in storytelling to take part in a series of mini challenges, focusing on teamwork, cooperation and communication whilst studying key moments and sections of the playtext. This will be cross referenced against the

Key Concepts, Knowledge & Skills to be Embedded:

Students will use

their knowledge of the Drama exploration techniques to discover the causes and effects of bullying. This will allow students to explore the most current and up to date examples of WHAT bullying is, WHY bullying takes place and HOW we can help stop bullying when it is identified. This will be cross referenced against the

create, rehearse and perform their own original 'silent movie'. This knowledge will be based on the repertoire of Charlie Chaplin and Laurel & Hardy (with a modern reference to Mr. Bean).

Roleplay:

A fun and a 'playful' technique but also a key component in children's learning. It promotes development in speaking and listening skills, as well as giving students the opportunity to reflect on and develop their knowledge of this topic, whilst sparking and enhancing their creativity and imagination.

have a secure
knowledge in the
following
exaggerated
performance style
techniques:
Gestures
Movement
Facial Expression

Students will have a basic understanding of rhythm, timing, pace and pitch from their KS3 music lessons.

Gait

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

Development of basic storytelling skills in Drama using Greek Myths and Legends stories as a stimulus. Students will also explore how to perform in the exaggerated and over the top style of 'Greek Theatre'.

Students will explore the following Drama techniques during



Creativity and	
Commitment.	

Students will develop these life skills whilst learning the basic storytelling skills and apply them practically.

Students will explore the following Drama techniques during their practical based lessons:

Vocal Expression:

students will learn how to engage an audience and tell a story using **PPPTV**. P= Pace – how fast or slow we speak P= Pause - used for dramatic effect and to build up tension P= Pitch - how high or low we speak based on character **T= Tone** – choosing an appropriate tone to match the feeling

departmental progress indicators and the core values of the department (6 Cs).

Confidence

One of the most significant skills we need to be able to project the best version of ourselves into the world. Drama/Theatre is one of the most effective means to develop selfconfidence.

Co-operation

To be able to work together as part of a team towards a common goal or purpose.

Creativity

Builds leadership and communication skills. Learning to be creative and to 'think outside the box' can

departmental progress indicators and the core values of the department (6 Cs).

Confidence **Co-operation** Creativity Communication Commitment Control

Still Image:

Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech

- they might be used to punctuate the words with clear imagery.

Making the drama onstage more **interesting** - by adding a visual dimension to the work.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:

Developing character or emotion without using the spoken word

Facial Expression

Movement and Gesture

Exploring Plot and Action

Body as Prop:

Using the body to create inanimate objects on stage. The objects will be personified and come to life.

Students will be developing their knowledge of performing arts styles, this topic focuses on Musical Theatre to give students the opportunity to experience alternative art forms (dance, singing, acting and storytelling through song).

Student's culture capital will be increased as they will be watching clips from current professional repertoire within the performing arts industry.

Acting Through Song:

The ability to tell a story and act with feeling and emotion their practical based lessons:

Choral Speech (Greek Chorus):

A group of two or more performers speaking in unison or in canon to narrate a story.

Roleplay:

A fun and a 'playful' technique but also a key component in children's learning. It promotes development in speaking and listening skills, as well as giving students the opportunity to reflect on and develop their knowledge of this topic, whilst sparking and enhancing their creativity and imagination



or emotion of a character

V= Volume – how loud or quiet we speak to create atmosphere and tension

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Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech

 they might be used to punctuate the words with clear imagery.

Making the drama onstage more interesting - by adding a visual dimension to the work.

Marking the
Moment - to explore
a key moment in
time.

set you apart from the rest of a group.

Communication

Communication is using a combination of your performance skills to communicate vour ideas and intentions to an audience. For example, if you are sad, you must be able to communicate this emotion to the audience; likewise, if you are happy, you must also be able to communicate that emotion.

Commitment

Being resilient and never giving up when a challenge may seem hard or difficult. Trying your best at something and seeing it through to the end no matter what.

Marking the

Moment - to explore a key moment in time.

Narration:

Knowledge of how to practically use this technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Roleplay:

A fun and a 'playful' technique but also a key component in children's learning. It promotes development in speaking and listening skills, as well as giving students the opportunity to reflect on and develop their

Gait:

Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and highstatus character may swagger or strut on stage.

Exaggerated Physical Expression

Focusing on 3 of the 4 **GEMS**, all of the following physical expressions will be practiced in the melodramatic and 'over the top' exaggerated style that is required in the study of this genre:

Gestures

appropriate to the choice of song.

Reading a script:

Students will learn that they way in which we read a script is different to that of reading a book or novel.

Narration:

Knowledge of how to practically use this technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial

Vocal Expression:

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Facial Expression

Movement and Gesture

Exploring Plot and Action

Narration:

Knowledge of how to practically use this technique whereby one or more performers speak directly to the

Control

Self-control is important when considering spatial awareness in a room. It is also important when we evaluate how we are seen by others.

Body as Prop:

Using the body to create inanimate objects on stage. The objects will be personified and come to life.

Future Learning:

Communication and Co-operation is inherent in all Drama creation and therefore will underpin (as will all the 6C's) the foundation of the students' 5-year Drama learning journey. Students will

knowledge of this topic, whilst sparking and enhancing their creativity and imagination

Body as Prop:

Using the body to create inanimate objects on stage. The objects will be personified and come to life.

Future Learning:

Process Drama allows students to learn about issues and take lifelong skills into the wider curriculum and wider community. Learning about respect for each other and communicating with kindness are the foundation of the development of the students' holistic 5year Drama learning journey. Once

Emotions (incl. facial expression and eye contact)
Movement

Future Learning:

This unique

exaggerated style of performance is recapped when students study the Musical Theatre topic next half term and then in the Greek Theatre topic during half term 6. Once covered in Y7 Silent Movie topic, this exaggerated style will be interleaved into learning sequences throughout the entire Airedale Academy Drama learning journey. The skills learned here will underpin any of the topics that are relevant to the genre of comedy and

expressions. Students will learn this historic art form and develop their exploration of the following:

Developing character or emotion without using the spoken word

Facial Expression

Movement and Gesture

Exploring Plot and Action

Still Image:

Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech - they might be used to punctuate the words with clear imagery.

audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Body as Prop:

Using the body to create inanimate objects on stage. The objects will be personified and come to life.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:

Developing character or emotion without using the spoken word



audience to tell a	
story, give	
information or	
comment on the	
action of the scene	or
the motivations of	
characters.	

Physical Theatre:

Knowledge of how to use Physical Theatre where physical movement is the primary method of storytelling.

GEMS:

Gestures Emotions Movement Speech

Future Learning:

Storytelling is the foundation of all Drama and therefore the foundation of the students' 5-year Drama learning journey. Students will

consistently go back to the question 'HOW have you worked together?' and apply their knowledge and practical explorative skills to the next steps on that 5-year learning journey. Once covered in Y7 this question will be interleaved into learning sequences throughout the entire Airedale Academy Drama learning journey.

Assessment Methods:

Low stakes quizzing using mini whiteboards

Questioning

covered in Y7 the
Process Drama topics
will be interleaved
into learning
sequences
throughout the
entire Airedale
Academy Drama
learning journey.

Assessment Methods:

Low stakes quizzing using mini whiteboards

Questioning

Ongoing formative assessment including verbal feedback

Questioning

Low Stakes Quizzing and use of mini whiteboards

where an exaggerated style of performance is required. Particularly when studying some of the key practitioners in year 9 and beyond.

Assessment Methods:

Low stakes quizzing using mini whiteboards

Questioning

Ongoing formative assessment including verbal feedback

Questioning

Low Stakes Quizzing and use of mini whiteboards

Practical Key Assessment against success criteria Making the drama onstage more interesting - by adding a visual dimension to the work.

Marking the

Moment - to explore a key moment in time.

Gait:

Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and highstatus character may swagger or strut on stage.

Choreography:

Knowledge of how to create movement to music and to devise original work based on a given stimulus.

Facial Expression

Movement and Gesture

Exploring Plot and Action

Exaggerated Physical Expression

Focusing on 3 of the 4 **GEMS**, all of the following physical expressions will be practiced in the melodramatic and 'over the top' exaggerated style that is required in the study of this genre:

Gestures
Emotions (incl.
facial expression
and eye contact)
Movement



	T	Τ	T	Г	
consistently go back	Ongoing formative	Practical Key	Tier 3 Vocabulary	Unison:	
to the question 'what	assessment including	Assessment against	Vault:	Where two or more	Future Learning:
is storytelling?' and	verbal feedback	success criteria	Co-operation	dancers perform the	This ancient
apply their			Communication	same movement at	exaggerated style of
knowledge and	Questioning	Tier 3 Vocabulary	Concentration	the same time.	performance is
practical explorative		Vault:			recapped when
skills to the next	Low Stakes Quizzing		Character	Dynamics:	students study the
steps on that 5-year	and use of mini	Co-operation	Characterisation	How the dancer	Musical Theatre topic
learning journey.	whiteboards	Communication		moves: the energy,	within Year 8 and
Once covered in Y7		Concentration	Exaggerated	effort, force or	Year 9. This
this question will be	Practical Key		Exaggeration	weight that is applied	exaggerated style will
interleaved into	Assessment against	Kindness		to movement over	be interleaved into
learning sequences	success criteria	Maturity	Expression	time	learning sequences
throughout the		Respect	Physical		throughout the
entire Airedale	Tier 3 Vocabulary		Facial	Future Learning:	entire Airedale
Academy Drama	Vault:	Still Image		Musical Theatre as a	Academy Drama
learning journey.		Freeze Frame	Roleplay	performance style is	learning journey.
	Co-operation		Body as Prop	revisited again in Y8	The skills learned
	Communication	Character	Mime	and Y9, this learning	here will underpin
	Control	Characterisation	Placards	cycle introduces	any of the topics that
Assessment	Confidence			Musical Theatre at a	are relevant to the
Methods:	Creativity	Roleplay	Perform	basic level in	genre of comedy and
	Commitment	Body as Prop	Performance	preparation for it to	where an
Low stakes quizzing				be covered again in	exaggerated style of
using mini	Vocal Expression	Verbal	Genre	the future at a	performance is
whiteboards	Pace	Physical	Comedy	deeper level.	required. Particularly
	Pause	Cyber		Students also have	when studying some
Questioning	Pitch	Social	Reading Exposure:	the opportunity to	of the key
· ·	Tone		Literacy & Numeracy:	attend our	practitioners in year
	Volume	Perform	Captions and		9 and beyond.
		Performance			



	T				
Ongoing formative			Placards. Key words,	'Performing Arts'	Assessment
assessment including	Character	Tension	oracy and	extra-curricular club.	Methods:
verbal feedback	Characterisation	Suspense	performance		
			feedback.	Musical Theatre is	Low stakes quizzing
Questioning	Teacher in Role	Tension Pyramid	Incorporating	studied as part of	using mini
		Dialogue	numbers into specific	Component 1 of the	whiteboards
Low Stakes Quizzing	Personification		activities.	BTEC Performing Arts	
and use of mini	Body as Prop	Stimulus	Strategies to	course, Component	Questioning
whiteboards		Stimuli	enable new	1. The learning cycles	_
	Roleplay		concepts,	at KS3 will prepare	Ongoing formative
Practical Key		Feeling	knowledge & skills	the students for	assessment including
Assessment against	Perform	Emotion	to embed in long-	studying and	verbal feedback
success criteria	Performance		term memory:	performing using	
		Reading Exposure:	Repeated skills	these stylistic	Questioning
Tier 3 Vocabulary	Reading Exposure:	Literacy & Numeracy:	practice in practical	features in KS4.	
Vault:	Literacy & Numeracy:	Anti-Bullying poetry.	performance through		Low Stakes Quizzing
	Lists of instructions	Key words, oracy and	activities, group work	Assessment	and use of mini
Vocal Expression	and commands to	performance	and Drama	Methods:	whiteboards
Pace	follow. Key words,	feedback.	exploration tasks. All		
Pause	oracy and	Incorporating	'Do It Now' tasks	Low stakes quizzing	Practical Key
Pitch	performance	numbers into specific	allow for recap and	using mini	Assessment against
Tone	feedback.	activities.	retrieval and	whiteboards	success criteria
Volume	Incorporating		promote deeper		
	numbers into specific		understanding	Questioning	Tier 3 Vocabulary
Narration	activities.	Strategies to	through 'Think		Vault:
Narrator		enable new	Ahead' questioning	Ongoing formative	
		concepts,	1	assessment including	Choral Speech
Freeze Frame	Strategies to	knowledge & skills		verbal feedback	Ensemble
Still Image	enable new	to embed in long-			Unison
	concepts,	term memory:		Questioning	Cannon
Mime	• •				



Roleplay	knowledge & skills	Repeated skills	Lov	w Stakes Quizzing	Rhythm
, ,	to embed in long-	practice in practical		d use of mini	Formation
Perform	term memory:	performance through	wh	niteboards	Projection
Performance	Repeated skills	activities, group work			•
	practice in practical	and Drama	Pra	actical Key	Myth
Reading Exposure:	performance through	exploration tasks. All	Ass	sessment against	Narrator
Literacy & Numeracy:	activities, group work	'Do It Now' tasks	suc	ccess criteria	Protagonist
Revolting Rhymes	and Drama	allow for recap and			Antagonist
and other short	exploration tasks. All	retrieval and	Tie	er 3 Vocabulary	Character
stories. Key words,	'Do It Now' tasks	promote deeper	Va	ult:	
oracy and	allow for recap and	understanding			Exaggerate
performance	retrieval and	through 'Think	Co	mmitment	Exaggeration
feedback.	promote deeper	Ahead' questioning		ntrol	Expression
Incorporating	understanding		Co	o-operation	
numbers into specific	through 'Think			eativity	Reading Exposure:
activities.	Ahead' questioning			cial Expression	Literacy & Numeracy:
				dy Language	Greek Theatre Myths
				, 0 0	and Legends. Key
Strategies to			Lib	oretto	words, oracy and
enable new			Sco	ore	performance
concepts,					feedback.
knowledge & skills			Act	tions	Incorporating
to embed in long-			En	ergy	numbers into specific
term memory:					activities.
Repeated skills			Exa	aggeration	
practice in practical					Strategies to
performance through			Foo	cus	enable new
activities, group work			Pro	ojection	concepts,
and Drama					knowledge & skills
exploration tasks. All			Lev	vels	



'Do It Now' tasks	Unison	to ambad in lang
		to embed in long-
allow for recap and	Canon	term memory:
retrieval and	Dynamics	Repeated skills
promote deeper		practice in practical
understanding	Ensemble	performance through
through 'Think	Pitch	activities, group work
Ahead' questioning.	Rhythm	and Drama
		exploration tasks. All
	Reading Exposure:	'Do It Now' tasks
	Literacy & Numeracy:	allow for recap and
	Musical Theatre	retrieval and
	script extracts. Key	promote deeper
	words, oracy and	understanding
	performance	through 'Think
	feedback.	Ahead' questioning.
	Incorporating	
	numbers into specific	
	activities.	
	Strategies to	
	enable new	
	concepts,	
	knowledge & skills	
	to embed in long-	
	term memory:	
	Repeated skills	
	practice in practical	
	performance through	
	activities, group work	
	and Drama	



'Do I' allow	oration tasks. All t Now' tasks v for recap and eval and
unde throu	note deeper erstanding ugh 'Think ud' questioning.