

## Year 7 Curriculum Overview Plan: Drama

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

<p>against the departmental progress indicators and the core values of the department (6 Cs).</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Demonstration of basic storytelling skills in Drama using Revolting Rhymes and other short stories as a stimulus.</p> <p>Students learn what the 6Cs of Drama are, and how they relate to their Drama learning journey at Airedale Academy. The 6Cs are: <b>Co-operation, Communication, Control, Confidence,</b></p>	<p>operation and communication.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Students will use the Drama techniques they learnt in storytelling to take part in a series of mini challenges, focusing on teamwork, co-operation and communication. This will be cross referenced against the departmental progress indicators and the core values of the department (6 Cs).</p> <p><b>Confidence</b> One of the most significant skills we need to be able to project the best</p>	<p><b>Narration</b> <b>Roleplay</b> <b>Body as Prop</b></p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>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 departmental</p>	<p>technique they learnt in storytelling to create, rehearse and perform their own original 'silent movie'. This knowledge will be based on the repertoire of Charlie Chaplin and Laurel &amp; Hardy (with a modern reference to Mr. Bean).</p> <p><b>Roleplay:</b> 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.</p>	<p>narration, freeze frame, vocal expression, roleplay and mime.</p> <p>Students need to also have a secure knowledge in the following exaggerated performance style techniques: <b>Gestures</b> <b>Movement</b> <b>Facial Expression</b> <b>Gait</b></p> <p>Students will have a basic understanding of rhythm, timing, pace and pitch from their KS3 music lessons.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p>	<p>Movies' onwards, to take part in discovery of a Greek Theatre Myth, focusing on teamwork, co-operation and communication.</p> <p><b>Current Learning:</b></p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>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'.</p> <p>Students will explore the following Drama techniques during</p>
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<p><b>Creativity and Commitment.</b> Students will develop these life skills whilst learning the basic storytelling skills and apply them practically.</p> <p>Students will explore the following Drama techniques during their practical based lessons:</p> <p><b>Vocal Expression:</b> students will learn how to engage an audience and tell a story using <b>PPPTV</b>.  <b>P= Pace</b> – how fast or slow we speak  <b>P= Pause</b> – used for dramatic effect and to build up tension  <b>P= Pitch</b> – how high or low we speak based on character  <b>T= Tone</b> – choosing an appropriate tone to match the feeling</p>	<p>version of ourselves into the world. Drama/Theatre is one of the most effective means to develop self-confidence.</p> <p><b>Co-operation</b> To be able to work together as part of a team towards a common goal or purpose.</p> <p><b>Creativity</b> Builds leadership and communication skills. Learning to be creative and to ‘think outside the box’ can set you apart from the rest of a group.</p> <p><b>Communication</b> Communication is using a combination of your performance skills to communicate your ideas and intentions to an</p>	<p>progress indicators and the core values of the department (6 Cs).</p> <p><b>Confidence</b>  <b>Co-operation</b>  <b>Creativity</b>  <b>Communication</b>  <b>Commitment</b>  <b>Control</b></p> <p><b>Still Image:</b> Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:  <b>During a long speech</b> - they might be used to punctuate the words with clear imagery.  <b>Making the drama onstage more interesting</b> - by adding a visual dimension to the work.  <b>Marking the Moment</b> - to explore</p>	<p><b>Mime:</b> 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:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p>	<p>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).</p> <p>Student’s culture capital will be increased as they will be watching clips from current professional repertoire within the performing arts industry.</p> <p><b>Acting Through Song:</b> The ability to tell a story and act with feeling and emotion</p>	<p>their practical based lessons:</p> <p><b>Choral Speech (Greek Chorus):</b> A group of two or more performers speaking in unison or in canon to narrate a story.</p> <p><b>Roleplay:</b> 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</p>
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<p>or emotion of a character <b>V= Volume</b> – how loud or quiet we speak to create atmosphere and tension</p> <p><b>Still Image:</b> Knowledge of how to practically use Still images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the words with clear imagery. <b>Making the drama onstage more interesting</b> - by adding a visual dimension to the work. <b>Marking the Moment</b> - to explore a key moment in time.</p>	<p>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.</p> <p><b>Commitment</b> 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.</p> <p><b>Control</b> Self-control is important when considering spatial awareness in a room. It is also important when we evaluate how we are seen by others.</p>	<p>a key moment in time. <b>Narration:</b> 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.</p> <p><b>Roleplay:</b> 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</p>	<p><b>Gait:</b> 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 high-status character may swagger or strut on stage.</p> <p><b>Exaggerated Physical Expression</b> Focusing on 3 of the 4 <b>GEMS</b>, 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:</p> <p><b>Gestures</b></p>	<p>appropriate to the choice of song.</p> <p><b>Reading a script:</b> Students will learn that they way in which we read a script is different to that of reading a book or novel.</p> <p><b>Narration:</b> 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.</p> <p><b>Mime:</b> Knowledge of how to practically use Mime focusing on the use of gestures and facial</p>	<p><b>Vocal Expression:</b> students will learn how to engage an audience and tell a story using <b>PPPTV</b>. <b>P= Pace</b> – how fast or slow we speak <b>P= Pause</b> – used for dramatic effect and to build up tension <b>P= Pitch</b> – how high or low we speak based on character <b>T= Tone</b> – choosing an appropriate tone to match the feeling or emotion of a character <b>V= Volume</b> – how loud or quiet we speak to create atmosphere and tension</p> <p><b>Narration:</b> Knowledge of how to practically use this technique whereby one or more performers speak directly to the</p>
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<p><b>Mime:</b> 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:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>Narration:</b> Knowledge of how to practically use this technique whereby one or more performers speak directly to the</p>	<p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p> <p><b>Future Learning:</b> 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 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.</p>	<p>and enhancing their creativity and imagination</p> <p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p> <p><b>Future Learning:</b> 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 5-year Drama learning journey. Once covered in Y7 the Process Drama topics</p>	<p><b>Emotions</b> (incl. facial expression and eye contact) <b>Movement</b></p> <p><b>Future Learning:</b> 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</p>	<p>expressions. Students will learn this historic art form and develop their exploration of the following:</p> <p><b>Developing character or emotion without using the spoken word</b></p> <p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>Still Image:</b> Knowledge of how to practically use Still images. Still Images can be used in a variety of ways: <b>During a long speech</b> - they might be used to punctuate the words with clear imagery.</p>	<p>audience to tell a story, give information or comment on the action of the scene or the motivations of characters.</p> <p><b>Body as Prop:</b> Using the body to create inanimate objects on stage. The objects will be personified and come to life.</p> <p><b>Mime:</b> 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:</p> <p><b>Developing character or emotion without using the spoken word</b></p>
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<p>audience to tell a story, give information or comment on the action of the scene or the motivations of characters.</p> <p><b>Physical Theatre:</b> Knowledge of how to use Physical Theatre where physical movement is the primary method of storytelling.</p> <p><b>GEMS:</b> Gestures Emotions Movement Speech</p> <p><b>Future Learning:</b>  Storytelling is the foundation of all Drama and therefore the foundation of the students' 5-year Drama learning journey. Students will</p>	<p>Once covered in Y7 this question will be interleaved into learning sequences throughout the entire Airedale Academy Drama learning journey.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p>	<p>will be interleaved into learning sequences throughout the entire Airedale Academy Drama learning journey.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p>	<p>where an exaggerated style of performance is required. Particularly when studying some of the key practitioners in year 9 and beyond.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p>	<p><b>Making the drama onstage more interesting</b> - by adding a visual dimension to the work.</p> <p><b>Marking the Moment</b> - to explore a key moment in time.</p> <p><b>Gait:</b> 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 high-status character may swagger or strut on stage.</p> <p><b>Choreography:</b> Knowledge of how to create movement to music and to devise original work based on a given stimulus.</p>	<p><b>Facial Expression</b></p> <p><b>Movement and Gesture</b></p> <p><b>Exploring Plot and Action</b></p> <p><b>Exaggerated Physical Expression</b> Focusing on 3 of the 4 <b>GEMS</b>, 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:</p> <p><b>Gestures</b> <b>Emotions</b> (incl. facial expression and eye contact) <b>Movement</b></p>
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<p>consistently go back to the question ‘what is storytelling?’ 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.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p>	<p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Co-operation Communication Control Confidence Creativity Commitment</p> <p>Vocal Expression Pace Pause Pitch Tone Volume</p> <p>Character Characterisation</p> <p>Teacher in Role</p> <p>Personification Body as Prop</p> <p>Roleplay</p>	<p><b>Tier 3 Vocabulary Vault:</b></p> <p>Co-operation Communication Concentration</p> <p>Kindness Maturity Respect</p> <p>Still Image Freeze Frame</p> <p>Character Characterisation</p> <p>Roleplay Body as Prop</p> <p>Verbal Physical Cyber Social</p> <p>Perform Performance</p> <p>Tension Suspense</p>	<p><b>Tier 3 Vocabulary Vault:</b></p> <p>Co-operation Communication Concentration</p> <p>Character Characterisation</p> <p>Exaggerated Exaggeration</p> <p>Expression Physical Facial</p> <p>Roleplay Body as Prop Mime Placards</p> <p>Perform Performance</p> <p>Genre Comedy</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Captions and</p>	<p><b>Unison:</b> Where two or more dancers perform the same movement at the same time.</p> <p><b>Dynamics:</b> How the dancer moves: the energy, effort, force or weight that is applied to movement over time</p> <p><b>Future Learning:</b> Musical Theatre as a performance style is revisited again in Y8 and Y9, this learning cycle introduces Musical Theatre at a basic level in preparation for it to be covered again in the future at a deeper level. Students also have the opportunity to attend our</p>	<p><b>Future Learning:</b> This ancient exaggerated style of performance is recapped when students study the Musical Theatre topic within Year 8 and Year 9. 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 where an exaggerated style of performance is required. Particularly when studying some of the key practitioners in year 9 and beyond.</p>
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<p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Vocal Expression Pace Pause Pitch Tone Volume</p> <p>Narration Narrator</p> <p>Freeze Frame Still Image</p> <p>Mime</p>	<p>Perform Performance</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Lists of instructions and commands to follow. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks</p>	<p>Tension Pyramid Dialogue</p> <p>Stimulus Stimuli</p> <p>Feeling Emotion</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Anti-Bullying poetry. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Repeated skills practice in practical performance through activities, group work</p>	<p>Placards. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>	<p>'Performing Arts' extra-curricular club.</p> <p>Musical Theatre is studied as part of Component 1 of the BTEC Performing Arts course, Component 1. The learning cycles at KS3 will prepare the students for studying and performing using these stylistic features in KS4.</p> <p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p>	<p><b>Assessment Methods:</b></p> <p>Low stakes quizzing using mini whiteboards</p> <p>Questioning</p> <p>Ongoing formative assessment including verbal feedback</p> <p>Questioning</p> <p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Choral Speech Ensemble Unison Cannon</p>
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<p>Roleplay</p> <p>Perform Performance</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Revolting Rhymes and other short stories. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long- term memory:</b> Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All</p>	<p>allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>	<p>and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>		<p>Low Stakes Quizzing and use of mini whiteboards</p> <p>Practical Key Assessment against success criteria</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p>Commitment Control Co-operation Creativity Facial Expression Body Language</p> <p>Libretto Score</p> <p>Actions Energy</p> <p>Exaggeration</p> <p>Focus Projection</p> <p>Levels</p>	<p>Rhythm Formation Projection</p> <p>Myth Narrator Protagonist Antagonist Character</p> <p>Exaggerate Exaggeration Expression</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Greek Theatre Myths and Legends. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills</b></p>
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<p>'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>				<p>Unison Canon Dynamics</p> <p>Ensemble Pitch Rhythm</p> <p><b>Reading Exposure:</b> Literacy &amp; Numeracy: Musical Theatre script extracts. Key words, oracy and performance feedback. Incorporating numbers into specific activities.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Repeated skills practice in practical performance through activities, group work and Drama</p>	<p><b>to embed in long-term memory:</b> Repeated skills practice in practical performance through activities, group work and Drama exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>
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