


<b>Year: 7</b> <b>Subject:</b> <b>Drama</b>	<b>Curriculum Intent:</b> Students will learn the basics of communicating meaning through physical and vocal skills. Students will know how to develop basic characterisation skills, performing extracts from a range of classical and contemporary texts. They will know how to describe their own characterisation skills, as well as those seen in performance using subject specific vocabulary; identifying how it communicates meaning to an audience and judging its overall effectiveness. Additionally, they will learn the basics of design (staging, lighting and sound), exploring a range of theatrical storytelling conventions. Finally, Students will understand how to respond to a stimulus and develop original ideas, using devising conventions					
	<b>Term 1</b> <i>Communication of Meaning and Theatrical Storytelling</i>		<b>Term 2</b> <i>Ancient Greek Theatre and Physical Theatre</i>		<b>Term 3</b> <i>Theatre Design and Devising Drama</i>	
<b>Sequence of delivery</b>	<ol style="list-style-type: none"> <li>1. Gesture &amp; Posture</li> <li>2. Facial Expression &amp; Gait</li> <li>3. Characterisation /Improvisation</li> <li>4. Projection; diaphragm and diction.</li> <li>5. Tone; pitch; pause &amp; pace</li> <li>6. Combining vocal and physical skills for performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing physical and vocal skills</li> <li>2. Working as an Ensemble</li> <li>3. Set Design &amp; props</li> <li>4. Assessment: performance from text, with evaluation.</li> <li>5. Puppetry</li> <li>6. Stock Characterisation</li> <li>7. Evaluating Drama</li> </ol>	<ol style="list-style-type: none"> <li>1. Context of Greek Theatre</li> <li>2. Antigone</li> <li>3. Exploring character</li> <li>4. Rehearsal</li> <li>5. Performance</li> <li>6. Describing drama</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to Curious Incident of the Dog in the Nighttime Plot and characters.</li> <li>2. Introduction to Physical Theatre and movement to convey a narrative.</li> <li>3. Rehearsal and Performance of the 'Curious' travelling sequence.</li> <li>4. Understand personification and how to use this to convey a narrative.</li> <li>5. Rehearsal, transitions and pace.</li> <li>6. Final performance of CIOTDITNT.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stage forms</li> <li>1. Lighting fundamentals</li> <li>2. Sound fundamentals</li> <li>3. Being a designer</li> <li>4. Evaluating live theatre</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding to stimuli</li> <li>2. Narrative structure</li> <li>3. Developing character</li> <li>4. Rehearsal</li> <li>5. Performance of devised piece Evaluation of devised piece</li> </ol>

<p style="text-align: center;"><b>Key knowledge / Retrieval topics</b></p>	<ul style="list-style-type: none"> <li>○ Projection: diaphragmatic breathing</li> <li>○ Diction: tongue-twisters</li> <li>○ Soundscapes: pitch, tone, pace &amp; vocal SFX</li> <li>○ Mood/atmosphere</li> <li>○ Combining vocal &amp; physical skills for basic characterisation</li> <li>○ Artistic intentions</li> <li>○ Describe &amp; analyse performance skills used</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe (vocal and physical skills)</li> <li>Analyse and Evaluate (DAE)</li> <li>○ Ensemble</li> <li>○ Breath Control</li> <li>○ Vocal Sound FX</li> <li>○ Designer</li> <li>○ Props</li> <li>○ Manual Movement</li> <li>○ Creativity &amp; imagination</li> <li>○ Puppetry (shape &amp; Scale)</li> <li>○ Side lighting</li> <li>○ Down lighting</li> <li>○ Up lighting</li> <li>○ Proximity</li> <li>○ Exaggeration</li> <li>○ Centre of Leading</li> <li>○ Stock Character</li> </ul>	<ul style="list-style-type: none"> <li>○ Aristotles' unities; masks; choral speech; amphitheatre; Festival of Dionysus</li> <li>○ Key plot points of Antigone</li> <li>○ Developing characterisations suitable for stage form and genre</li> <li>○ Describing and analysing vocal and physical skills used.</li> </ul>	<ul style="list-style-type: none"> <li>○ Health and safety</li> <li>○ Body-as-prop; personification; movement; SFX</li> <li>○ Plot of Curious Incident of the Dog in The Night Time; developing characters in Frantic assembly Style.</li> <li>○ Knowledge of Physical Theatre.</li> <li>○ Rehearsal: transitions; pace and tension</li> <li>○ Describing physical theatre and analysing effects.</li> </ul>	<ul style="list-style-type: none"> <li>○ Stage forms: proscenium arch; thrust; the round; traverse</li> <li>○ Ground plans</li> <li>○ Lighting: gobos; gels; fresnel, profile; LED Pars.</li> <li>○ Costume: colour; texture; functionality.</li> <li>○ Symbolism</li> <li>○ Sound: live vocal SFX</li> <li>○ Mood/atmosphere</li> <li>○ Describing and analysing live theatre: design elements</li> </ul>	<ul style="list-style-type: none"> <li>○ Explorative conventions: still-images; thought-tracking; movement; improvisation and research.</li> <li>○ Developing artistic intentions</li> <li>○ Classic narrative structure</li> <li>○ Developing character: physical and vocal skills; hot-seating; script writing.</li> <li>○ Describe, analyse and evaluate effectiveness of key moments in performance.</li> </ul>
<p style="text-align: center;"><b>Assessment</b></p>	<p>AO2: apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4: analyse and evaluate their own work and the work of others</p>	<p>A01: create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: apply theatrical skills to realise artistic intentions in live performance.</p>	<p>AO2: apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4: analyse and evaluate their own work and the work of others</p>	<p>AO2: apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4: analyse and evaluate their own work and the work of others</p>	<p>AO2: apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4: analyse and evaluate their own work and the work of others</p>	<p>A01: create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: apply theatrical skills to realise artistic intentions in live performance.</p>

	<p><b>Students graded using mastery levels:</b></p> <ul style="list-style-type: none"> <li>• Exceeding</li> <li>• Secure</li> <li>• Developing</li> <li>• Emerging</li> </ul>	<p>AO4: analyse and evaluate their own work and the work of others</p> <p><b>Students graded using mastery levels:</b></p> <ul style="list-style-type: none"> <li>• Exceeding</li> <li>• Secure</li> <li>• Developing</li> <li>• Emerging</li> </ul>	<p><b>Students graded using mastery levels:</b></p> <ul style="list-style-type: none"> <li>• Exceeding</li> <li>• Secure</li> <li>• Developing</li> <li>• Emerging</li> </ul>	<p><b>Students graded using mastery levels:</b></p> <ul style="list-style-type: none"> <li>• Exceeding</li> <li>• Secure</li> <li>• Developing</li> <li>• Emerging</li> </ul>	<p><b>Students graded using mastery levels:</b></p> <ul style="list-style-type: none"> <li>• Exceeding</li> <li>• Secure</li> <li>• Developing</li> <li>• Emerging</li> </ul>	<p>AO4: analyse and evaluate their own work and the work of others</p> <p><b>Students graded using mastery levels:</b></p> <ul style="list-style-type: none"> <li>• Exceeding</li> <li>• Secure</li> <li>• Developing</li> <li>• Emerging</li> </ul>
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