

Drama Curriculum Overview – Year 7

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Unit 1 – The New Arrival: Key Drama techniques.	Students will gain an understanding of the key fundamental Drama Techniques – Still Image, Spoken Thoughts and Mime.	Students will apply their knowledge of Drama skills in performance; facial expressions, body language, proxemics, levels, focus, use of voice and gesture. Literacy will be developed through peer and self evaluation.	Practical Assessment 1 – Still Image and Spoken Thoughts. Practical Assessment Task 2 – Mime Written Assessment – Unit Self and Peer Evaluation.	<ul style="list-style-type: none"> • Your personal Drama Profile. • Understanding the poem – ‘First Day at School’ by Roger McGough • Drama Vocabulary • Peer and self-Evaluation. 	<p>Students will develop the Ursuline Values Discerning and joyful in the opportunities for reflection on new study of Drama as a discrete subject and enjoying the celebration of performance. Students will experience community and participation in the making of performance work. They will understand, explore and apply the fundamental performance skills employed by actors in industry.</p> <ul style="list-style-type: none"> ○ Community and participation ○ Personal ○ Social 	PSHE – exploring how it feels to be the New Arrival. English – textual study and comprehension of a poem as a stimulus for Drama.

					<ul style="list-style-type: none"> ○ Physical ○ Cultural ○ PSHE ○ English ○ Actor 	
--	--	--	--	--	--	--

Autumn Term 2

<p>Unit 2 – The Quest: Applying techniques to build play in 4 scenes.</p>	<p>Students will apply theatrical techniques to build a play in 4 scenes. They will explore character, script work and improvisation.</p>	<p>Students will be directing devised and scripted scenes. They will apply their knowledge of characterisation, improvisation skills and also use Spontaneous Improvisation to build a play in 4 scenes. Literacy will be developed through writing in role. Student’s imaginations will be ignited throughout the unit.</p>	<p>Practical Assessment 1 – The Dream Tellers creating a role in performance (scene 2). Practical Assessment Task 2 – The Rescue of Prince Richard (scene 4) Written Assessment – Writing in Role.</p>	<ul style="list-style-type: none"> • Review and Practice. • Consolidation of class learning. • Recording and evaluation of practical work. • Evaluation of live performance. Work as a member of the audience. • Research that underpins and also expands class learning. • The support of practical 	<p>Students will develop the Ursuline Values- Discerning and Joyful in the opportunities forcreativity and use of imagination and enjoying the celebration of performance. They will develop skills in the Ursuline Value Democracy, within the frequent work as a whole class where every student is a valuable member of the learning process.</p> <ul style="list-style-type: none"> ○ Community and participation ○ Solidarity ○ Personal ○ Social ○ Physical ○ Cultural ○ History 	<p>HISTORY – exploring the world of a medieval kingdom. ENGLISH LIT – exploring the power of folk lore, myths, legends and old stories.</p>
---	---	--	--	--	---	---

				<p>work through preparation and independent learning.</p> <ul style="list-style-type: none"> • The contribution • assessment for written assignments. 	<ul style="list-style-type: none"> ○ English ○ Actor ○ Director ○ Playwright 	
--	--	--	--	---	--	--

Spring Term 1

Unit 3 – Numerical Man: Responding to a text.	Students will undertake an in depth practical written exploration of the play text <i>Numerical Man</i> by Bryony Lavery.		<p>Practical Assessment 1 – The Red Strike imaging an off-text scene.</p> <p>Practical Assessment Task 2 – Freedom colour speech.</p> <p>Written Assessment – Writing in Role.</p>	<ul style="list-style-type: none"> • Research of historical context and character. • Sourcing, designing and/or making of props • Sourcing, designing and/or making of costumes • Creating set. • Writing sections of script. • Character monologues. 	<p>Leading others in pursuit of justice – Developing leadership skills and being a positive influence on a group in the role of a productive director (high ability) Also the detailed study of a play text that deals with the oppression of a collective people. This also links to an appreciation and implementation of Truth and Integrity in art and life. Dignity of the Human Person. Serviam – through successful group work.</p>	<p>ENGLISH LIT - responding to a published play text. HISTORY – emphasizing with victims of oppression.</p>
---	---	--	--	---	--	---

					<ul style="list-style-type: none"> ○ Community and participation ○ Solidarity ○ Dignity of God's people ○ Dignity in work ○ Personal ○ Social ○ Physical ○ Cultural ○ Moral ○ History ○ English ○ Actor ○ Director ○ Playwright 	
--	--	--	--	--	---	--

Spring Term 2

Unit 1 – The New Arrival: Key Drama techniques.						
---	--	--	--	--	--	--

Summer Term 1

Unit 2 – The Quest: Applying techniques to build play in 4 scenes.						
--	--	--	--	--	--	--

Summer Term 2

Unit 3 –
Numerical
Man:
Responding to
a text.

--

--

--

--

--

--