

Year 7 Curriculum Overview [2021-2022]

Subject – Drama

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	To build confidence skills	Understanding of stage positioning Body language- positive and negative Voice projection Gestures Personal space	Recalling rules Ability to give examples of the components (through performance or orally).	Oracy skills in the problem- solving tasks	Communication Teamwork Leadership Problem solving	Teacher/peer and self-assessment at the end of each task.
HT2	Presenting to an audience	Memorising information/ideas in a structured and articulate manner. Teamwork: planning the work with a partner to create meaning and order. Speaking/acting/performing in an appropriate manner for the subject material. Understanding stage positions: actors left and right	Memorising a script, routine or song. Communicating with the audience. Knowledge of stage positioning.	Use of cue cards Memorising a script, routine or song. Communicating with the audience.	Creativity Audience engagement Presenting skills	Teacher/self/peer assessment at the end of the three parts of the developing work (start, middle and end). Final presentation assessment.

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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3	Creating Visual Effects	<ul style="list-style-type: none"> Blocking. Stage positioning- showing an awareness of 'audience'. To learn how to create visual effects both physical and through props. How to use S.F.X to enhance the meaning of the work. Understanding what technical terms and abbreviations mean. Using correct technical terms- e.g. C.S./DSR/USL. To work together to create an appropriate plot for the project. 	Performances will demonstrate effective blocking.	<p>Speaking- rehearsals and performance work.</p> <p>Listening to peers in rehearsals; listening to the other actors to help the delivery of the work.</p> <p>Collaborating to create a meaningful and creative performance.</p> <p>Numeracy: calculating when SFX and LFX have to happen, how long for/volume and brightness levels.</p>	Communication Creativity Decision making Leadership Planning	<p>Work will be self/peer/teacher assessed at each stage of the blocking process.</p> <p>The final performance will also be self/peer/teacher assessed.</p>
HT4	Using SFX and Visual FX	<ul style="list-style-type: none"> Learning how to engage with the audience through the use of C.S. and D.S. Creating distinct characters through the application of vocal and physical skills. Using props and costume to further enhance characterisation. To use the appropriate emotional tone for given sections of the piece. 	Technical knowledge retrieval will be demonstrated in the previews and in the performances.	<p>Performance: the team has produced a creative response to the brief.</p> <p>Literacy: the characters speak appropriately for their chosen role, using appropriate vocabulary.</p> <p>Employability: initiative. Every team member has to use their judgement about how, when and why they must do and say something.</p> <p>21st Century: collaboration. The team has to agree their characters, plot and scenes for the project; acting upon the plan to communicate meaning</p>	Teamwork Problem solving Presentation skills negotiating	

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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5	Language Skills	<ul style="list-style-type: none"> To understand how to deconstruct language, whilst still retaining meaning. To reorder standard English so that it becomes unfamiliar but understandable. Create broken English Use gesture and movement to enhance meaning. To create SpFX- a fire. To create the effect of the fire breaking out and then going out. To create a frozen SpFX. 	<p>Previews and performances to demonstrate knowledge and understanding of technical elements.</p> <p>Previews and performances will increasingly demonstrate the ability to use language skills effectively.</p>	<p>Speaking: using a strangled form of English.</p> <p>21st Century: Critical thinking. How best to use language to create meaning.</p> <p>Employability: Digital literacy. Using technology to create effects.</p> <p>Numeracy: timing how to create a change in FX.</p>	<p>Creativity Initiative Literacy Negotiating Problem solving Presentation skills</p>	<p>The piece will be broken down into chunks (previews).</p> <p>These chunks will be peer/self/teacher assessed.</p> <p>The end of unit will be self/peer/teacher assessed.</p>
HT6	Improvisation	<ul style="list-style-type: none"> Understand what is meant by 'improvisation'. To interleave improvisations into the 'Betty' poem. To understand how to use the stage and set to create a claustrophobic space. Memorise the 'Betty' lines to demonstrate knowledge. Learn the poem. 	<p>Previews and performances will increasingly demonstrate the ability to use improvisation skills effectively.</p> <p>The poem performed accurately demonstrates retrieval.</p>	<p>Literacy: speaking and reading the poem.</p> <p>Employability: Negotiating what the final performance will look like.</p> <p>21st Century: Bringing the poem and its characters to life in a creative manner.</p> <p>Subject skills: Speaking, listening, communicating and performance.</p>	<p>Negotiating Teamwork Positive attitude Organising Presentation skills Decision making literacy</p>	<p>The poem and the improvisations will be broken down and performed- self/peer/teacher assessment. The final piece will be peer/self/teacher assessed.</p>