

Curriculum Overview

Subject: Drama

Year Group: 7






CHASE HIGH
Aspirations, Character & Excellence



In Year 7 students are given the opportunity to develop their basic drama skills and learn how we work in secondary school. Students are introduced to these over a series of lessons; they then develop a practical application of the skills ready for assessment. Schemes of learning are thematic and skills based, to allow them to explore issues and real life problems as well as interpret a theme and stimulus.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • Basic Drama Skills (facial expression, gesture, body language, proxemics, voice, levels) • Physical Theatre (level 1 – using your body to create things) • Narration - How to communicate with an audience. • How to work with a script and learn lines. • Developing teamwork skills and good communication. 	<p>KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • How to deal with difficult friendships and bullying. • Theatre in Education (how theatre is used to educate young people) and the key skills within the style. • Historical context of Greek theatre, key Greek theatre skills (chorus, vocal, movement, proxemics) • Use of Greek theatre text. 	<p>KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • Key themes of Romeo and Juliet. • Characters, their traits and how this impacts the story. • Use of Shakespearian language and how to present it. • Characterisation of character. • Understanding a full script. • Interpreting a character, scene and theme. • Working with a text to create own interpretation.
<p>KEY ASSESSMENTS</p> <p>Half term 1: Darkwood Manor (group devised performance)</p> <p>Half term 2: Storytelling – The Gruffalo (group scripted performance)</p>	<p>KEY ASSESSMENTS</p> <p>Half term 1: Friendship Groups and Bullying</p> <p>Half term 2: Greek Theatre</p>	<p>KEY ASSESSMENTS</p> <p>Half term 1: Romeo and Juliet</p> <p>Half term 2: Ernie’s Incredible Illucinations</p>
<p>Extended reading suggestions and external resources:</p> <p>The Gruffalo film National Theatre Website Drama Online YouTube</p>		

Drama Year 7 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Making Skills	<p>I have some response to the stimulus/text which I share with my group. I can work with my group but tend to take direction from others or my teachers. I am mostly focused and on task during rehearsal. I don't always take on rehearsal feedback and make appropriate changes.</p>	<p>I share some good ideas with my group and listen well to the ideas of others. I think creatively about how a stimulus can be interpreted and turned into a performance. I consider what impact the piece will have on the audience. I act on rehearsal feedback and go over sections to make improvements.</p>	<p>I work with my group and always think about the end result. I am consistently focused and share ideas, communicating clearly with my group. I respond to the stimulus in a creative and original way. I consider what I want the audience to think and feel throughout the performance. I act on rehearsal feedback and actively seek to perform the best piece possible.</p>	<p>I work well with my group and support less confident individuals. I am consistently focused on the task and share my ideas with the group with confidence. I work in a collaborative way ensuring that all members of the group are involved and comfortable in their parts. I direct and shape the piece in a considerate way, developing ideas of all members of the group. I am always thinking about the performance intentions (what I want the audience to think/feel/see)</p>
Performing	<p>I can go on stage to play my character and say some dialogue or carry out some action in role. I am not always focused in performance I can express some emotion through my facial expressions, voice and/or movement. I have little contribution to the effectiveness of the piece as a whole. I show a narrow range of skills in performance. My performance isn't always appropriate to the play as a whole.</p>	<p>I demonstrate my character through movement and the 4p's. My use of dialogue and physicality is appropriate to the role. I can express emotion through my use of facial expressions, voice and/or movement with some success. I stay focused throughout the performance with only minor lapses of character/focus. I can perform in a way that engages the audience.</p>	<p>I can creatively apply vocal and/or physical skills to demonstrate character/role in performance to show convincing characters. I can emotionally engage the audience through my characterisation. I demonstrate developed, secure and consistent range of skill in performance. I am confident in performance and stay in role. I have considerable contribution to the effectiveness of the piece.</p>	<p>I demonstrate a highly competent, highly developed and sustained use of voice and/ or movement in line with my character. I have an outstanding contribution to the effectiveness of the piece. My performance is inventive and thoroughly engaging for the audience. My personal interpretation of the character and piece is sensitive and thoughtful. I am completely committed to role and stay fully in character throughout the piece.</p>

<p style="text-align: center;">Evaluation</p>	<p>I can make basic comments like 'it was good' about my own and my peers work.</p> <p>I use basic terminology when describing my work or the work of others.</p> <p>I can't explain how my skills have developed over the lesson.</p> <p>I can focus more on what I/they did rather than analysing and evaluating the effectiveness.</p>	<p>I am beginning to justify my comments with examples from the work.</p> <p>I use drama terminology in a knowledgeable way.</p> <p>I can make basic comments on how my skills have improved over the course of a lesson.</p> <p>I am beginning to evaluate the effectiveness of a piece giving clear evaluative comments and constructive feedback.</p>	<p>I can justify my comments with clear examples in a constructive and thoughtful way.</p> <p>I can evaluate with a developed and secure knowledge of skills and how they are/can be applied to a piece of theatre.</p> <p>I can use a wide range of drama vocabulary when discussing my own work and that of my peers.</p> <p>I can clearly identify and make comments on how I have developed my skills over the course of a lesson.</p>	<p>I demonstrate developed skills in identifying and investigating how far I have developed my drama skills and how they have helped throughout the development process and in the final performance.</p> <p>I can discuss my own work and that of my peers in a sophisticated way that is constructive and insightful.</p> <p>I use a range of drama vocabulary when discussing work with confident understanding.</p>
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