

EPCHS Drama & Performing Arts Department:

Year Seven Programme of Study

Drama may not have been taught consistently during key stage two, pupils may have only experienced taking part in the school productions by choice. Therefore, the year 7 curriculum begins with a practical base-line test to assess knowledge and understanding for the teacher, who can then address this within the classroom through the schemes of learning.

Students will progress in their learning by studying the creative process and structure of drama in order to become a confident performer. This aims to ensure that pupils have a basic understanding of the skills used and developed throughout the drama journey, this also supports students to become more independent, resilient creative learners.

Students will then develop more specific skills which will support them across the curriculum – such as vocal skills for presentations and physical skills to build confidence in social situations.

Term	Unit of Work	Intent	Tier Three Skill words
Autumn Term A	Creative Skills	<p>Pupils will learn a wide variety of creative (basic) performance skills needed to form a piece of drama including – Freeze frame, levels, facial expressions, body language, gestures, improvisation, acting space, audience awareness, action, cliff hanger, cue, split focus, props. This will be done through a range of practical and theatrical lessons.</p> <p>Assessment will take place at the end of the half term through a sharing or work.</p> <p>Lesson objectives will be made clear to support all learners and there will be opportunities to build on and extend previous learning.</p>	Freeze-Frames Levels Body language Facial expressions Gestures Movement Acting space Audience Audience awareness Cliff-hanger Improvisation Action Split-focus Scenes Cue
Autumn Term B	Mime & Storytelling	<p>Pupils will learn how to use mime (acting without props) and develop their use of voice during storytelling, focusing on Tone, pitch, pause, pace, projection, control, movement, interaction and independent work. This will be done through two different learning styles – practically exploring the mime skills and developing vocal skills through the use of literacy in their theory lessons. The physical and vocal skills will be brought together in a final assessment task, Shared with peers.</p> <p>Lessons will be appropriately matched so that students can progress without unnecessary repetition.</p>	Mime Gesture Control Focus Storytelling Narration Sound effects Voice Projection Tone Pitch Pace Actor Atmosphere Duologue Soundscape

			Sound effects
Spring Term A	Characterisation	<p>Through the context of WW2 and evacuated children - pupils will learn how to develop a series of characters using a variety of rehearsal techniques including: writing in role, thought tracking, research, reacting to a stimulus, hot seating, monologue and ensemble work. This will be done through a series of literacy tasks which link to the dramatic development of characters.</p> <p>This series of lessons will support a final class performance of "Sustained characterisation" which will be assessed.</p> <p>During this scheme lessons contain at least one element of surprise, risk taking or creativity.</p> <p>*Links will be made with History and previous learning from KS2</p>	Characterisation Character Character profile Thought tracking Hot seating Role on the wall Monologue Duologue Ensemble Spatial awareness Descriptive writing Emotive writing Open ended question
Spring Term B	Text & Improvisation	<p>Pupils will learn how to create and interpret a script using a series of improvisations, practitioner workshops, character techniques and developing directing skills. This scheme of learning develops the work completed in the first half of the year. It also allows pupils to develop their skills within different contexts both social and cultural.</p> <p>Pupils will be expected to deliver a scene from the created text using various interpretation techniques that they have explored.</p> <p>Pupils will focus on feedback which encourages challenge and allows our pupils to go above and beyond their targets.</p> <p>*New text TBA</p>	Text Stimulus Character Speech Stereotype Adjective Verb Given Circumstances Improvisation Script Duologue Stage directions
Summer	Devising	<p>Pupils will learn how to devise a drama from a range of stimulus. Creating their own scenes to discover what happened at "Darkwood Manor" This will continue to develop previous learning but also link to the use of technical elements such as lighting, sound, props, costume and set.</p> <p>The work will be assessed through a variety of activities during the rehearsal and performance process.</p> <p>Links will also be made to social media and how this influences our behaviour.</p> <p>Our pupils will be encouraged to use high order questions to probe the topic. Open questions encourage breadth, depth and recall.</p>	Teacher in Role Characterisation Spontaneous-Improvisation Backstory Origin Story Stimulus Video clipping Freeze frame Cliffhanger Thought Tracking Blackout Sound effects Interviews Monologue.
	Written response.	<p>To complete the year pupils will complete a one hour written response sheet. This will help pupils to develop memory skills and recall skills learnt and developed throughout the year.</p> <p>The paper will focus on understanding subject specific key words and how the practical skills they have developed can help them develop script from "page to stage"</p> <p>*Drama Quizzes will be shared on SMHW during the year to support revision and memory retrieval.</p>	

