

KS3 Curriculum Overview: Drama Year 7 2022-23

<p><b>1.Rationale: to include:</b>                  A learner in Year 7 will know what the Drama Conventions are. How to use the Drama Conventions. Why to use the Drama Conventions.                  What the Vocal &amp; Physical Skills are. How to use the Vocal &amp; Physical Skills. Why to use the Vocal &amp; Physical Skills.                  How to write and perform an original devised piece and a scripted piece of Contemporary Theatre, showing an understanding of the plot, characters, themes, genres and context, of their devised piece and a given play script.</p>		<p><b>2.A learner in Year 7 will be able to:</b>                  Develop their characters and performance by confidently using a wide variety of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Develop their characters and performance by confidently using a wide variety of Drama Conventions. Confidently perform in front of an audience. Analyse &amp; Evaluate own and peer performances – thinking and discussing strengths and areas for development. Work in a group cooperatively to create a performance. Take on a leadership role as a Director or Designer and help others in the group with their performance.</p>			
<b>Term 1:</b>		<b>Term 2:</b>		<b>Term 3:</b>	
1:1: Intro to Drama – Characterisation (Vocal & Physical Skills)	1:2: Comedy – Melodrama & Pantomime	2:1: Scripted Performance – ‘The Terrible Fate of Humpty Dumpty’	2:2: Devising & Conventions 1	3:1: Theatre History - Greek	3:2: Shakespeare – ‘Twelfth Night’
<b>Term 1</b>	1:1: Intro to Drama – Characterisation (Vocal & Physical Skills)		1:2: Comedy – Melodrama & Pantomime		Autumn % Assessment
<b>Topic Coverage</b>	<p><u>Knowledge:</u> What makes a good rehearsal? What makes a good performance? What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing school based stereotypical characters.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal &amp; Physical Skills to develop your character further?</p>		<p><u>Knowledge:</u> The storylines, Stock Characters, Themes and Key features of Melodrama &amp; Pantomime. The uses of costume, set, lighting, sound and props within the movies/performances. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing stock characters from Melodrama &amp; Pantomime.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal &amp; Physical Skills to develop your character further?</p>		<p>Knowledge coverage: Vocal &amp; Physical/ Characterisation &amp; Performance Skills.</p> <p>The storylines, Stock Characters, Themes and Key features of Melodrama &amp; Pantomime. The uses of costume, set, lighting, sound and props within the movies/performances.</p> <p>Skills tested: Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama &amp; Theatre</p>
<b>Term 2</b>	2:1: Scripted Performance – ‘The Terrible Fate of Humpty Dumpty’		2:2: Devising & Conventions 1		Spring % Assessment

<p><b>Topic Coverage</b></p>	<p><u>Knowledge:</u> The Plot, Characters, Themes, Genres and Context of a scripted play. The uses of costume, set, lighting, sound and props within the plays. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing characters from a Script.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal &amp; Physical Skills to develop your character further?</p>	<p><u>Knowledge:</u> How to Devise an original piece of Drama based upon a range of given stimuli. What the Drama Conventions are and How and Why to use them. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director. Devising original Drama.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal &amp; Physical Skills to develop your character further?</p>	<p>Knowledge coverage: Plot, characters, themes, genres and context of a play text. The use of costume, set, lighting, sounds and props within the play. Vocal &amp; Physical/ Characterisation &amp; Performance Skills.</p> <p>Skills tests: Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama &amp; Theatre.</p>
<p><b>Term 3</b></p>	<p><b>3:1: Theatre History - Greek</b></p>	<p><b>3:2: Shakespeare – ‘Twelfth Night’</b></p>	<p>Summer % Assessment</p>
<p><b>Topic Coverage</b></p>	<p><u>Knowledge:</u> The storylines, Stock Characters, Themes and Key features of Greek Theatre. The uses of masks, costume, set, lighting, sound and props within the movies/performances. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing stock characters from Greek Theatre.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal &amp; Physical Skills to develop your character further?</p>	<p><u>Knowledge:</u> The Plot, Characters, Themes, Genres and Context of a Shakespeare play. The uses of costume, set, lighting, sound and props within the plays. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing characters from a Shakespeare script.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal &amp; Physical Skills to develop your character further?</p>	<p>Knowledge coverage: Plot, characters, themes, genres and context of a Shakespeare play text. The use of costume, set, lighting, sounds and props within the play. Vocal &amp; Physical/ Characterisation &amp; Performance Skills.</p> <p>Skills tested: Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama &amp; Theatre.</p>