

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Y7 Drama

Careers

Local Market Information	Skills	Jobs
Creative and digital sector Community engagement organisations Education	Creativity, Resilience, Confidence Communication Risk taking Problem solving Teamwork Leadership Critical thinking Time management Analytical skills	Performer Theatre designer Technician Director Producer Scriptwriter Drama facilitator Drama therapist Teacher

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Term 1	Introduction to Drama Skills and Techniques	<ul style="list-style-type: none"> Performance habits - projection, positioning, neutral stance, facing the audience. Vocal skills – tone, pitch, pace, accent, projection, emphasis. Physical skills – facial expression, body language, gesture, gait, levels, eye contact. Drama storytelling techniques -freeze frames, thought tracking and flashbacks. Communicating conflict through 	Recall key vocabulary and knowledge from previous lessons related to: <ul style="list-style-type: none"> Vocal and physical skills Rules of a freeze frame Correct forms of thought tracking 	Vocal skills Physical skills Characterisation Tone, Pitch, Pace, Accent Projection, Emphasis Clarity, Facial Expression Body Language Gesture, Movement, Gait Levels, Eye Contact Freeze frame Thought tracking Flashbacks	Students are introduced to the world of theatre –theatre etiquette including the role of an audience during a performance and theatrical habits on stage. Exploring the art of stage combat (the language of stage fighting). Students develop

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		characterisation and dialogue. <ul style="list-style-type: none"> • Safe and effective stage combat sequences. • Devising drama. 		Stage Conflict Stage Combat Dialogue	understanding about the role of performers and directors when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.
Term 2	Pantomime	<ul style="list-style-type: none"> • Exaggeration skills • Communicating stock characters • Application of pantomime conventions and techniques – audience interaction, gender crossing, exaggeration. • Script work – dialogue and stage directions. • Improvisation skills to create comedic effect 	Recall key vocabulary and knowledge from previous lessons related to: <ul style="list-style-type: none"> • Vocal and physical skills • Conventions of pantomime. • Key stock characters • Hot seating opportunities to recap characters 	Pantomime Exaggeration Stock character Audience Interaction Comedy Non-naturalism Gender Crossing Hot Seating Characterisation Stage directions Dialogue Script	The history of Pantomime in British theatre. Opportunities to watch professional pantomimes online. Students develop understanding about the role of performers, directors and scriptwriters when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.
Term 3	Devising through	<ul style="list-style-type: none"> • Devising strategies and techniques - freeze frames, improvisation, movement. • Exploration of 'Pandora's Box' as a theatrical stimulus. • Greek theatre ensemble techniques – choral speech and choral movement. 	Recall key vocabulary and knowledge from previous lessons related to: <ul style="list-style-type: none"> • Vocal and physical skills • Choral speaking • Choral movement • Devising and Stimulus 	Devising Stimulus Improvisation Greek Chorus Choral Speech Choral Movement Conscience Alley Characterisation	An exploration into the history of Greek Theatre and it's traditions. Students develop understanding about the role of performers, directors and movement

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	Pandora's Box	<ul style="list-style-type: none"> Character exploration and development through conscience alley. 		Transition	<p>director/choreographer when working in and/or leading group work.</p> <p>Opportunity to attend KS3 Drama club/school production rehearsals.</p>

Key Assessments			
When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Term 1	<ul style="list-style-type: none"> Physical skills Vocal skills Freeze frames Thought tracking Audience awareness Knowledge test 	<ul style="list-style-type: none"> To identify how students can apply performance skills to a performance that communicates clear character and emotion. To identify how students can creatively apply freeze frames and thought tracks to support the storytelling aspect of their performance. To identify confidence levels. To identify how successfully students can perform to a live audience. 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson. Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.

		<ul style="list-style-type: none"> To check students' understanding of key vocabulary and knowledge in drama. 	
Term 2	<ul style="list-style-type: none"> Physical skills Vocal skills Exaggeration Audience Interaction Stock Characters Knowledge test 	<ul style="list-style-type: none"> To identify how students can apply taught and developed pantomime skills and techniques to a scripted performance in the style of comedy and pantomime. To check students' understanding of key vocabulary and knowledge in drama. 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson. Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.
Term 3	<ul style="list-style-type: none"> Physical skills Vocal skills Choral Speech Choral Movement Audience Awareness 	<ul style="list-style-type: none"> To identify how well students can apply devising tools to create an original piece. To identify how successful students can apply Greek theatre techniques to a performance to create an ensemble. 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson. Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.