

## Subject Vision

Drama has an important role to play in the personal, social and emotional development of students. The personal skills and qualities developed by students in drama lessons – teamwork, creativity, respect for other opinions, empathy, leadership and risk-taking – are all invaluable skills which permeate home life, social life and life at work.

Drama stimulates the imagination, encourages creative thinking, and allows students to explore issues and life experiences in a safe and supportive environment. To this end, it is vital to create an atmosphere of security, trust and concentration in all drama lessons. Starter warm up games and exercises help to set the tone for each lesson, will focus students and will ensure that they feel safe whilst exploring.

Drama also promotes self-esteem and provides all students with a sense of achievement, regardless of academic ability. These feelings will influence all other aspects of learning, school, home and social life. Drama is an invaluable subject for teaching social skills and communication skills, for raising self-awareness, developing empathy for and understanding of other people, places and cultures. It allows young people to be both introspective and outward-looking – and it's also about having fun!

## End Points (by the end of Yr 11)

- Students can apply knowledge and understanding of Drama when making, performing and responding to drama
- Students can explore performance texts and understand their social, cultural and historical context
- Students develop competence in a range of practical, creative and performance skills
- Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas
- Students are creative, effective, independent and reflective young people who make informed choices in process and performance
- Students can contribute as an individual to a theatrical performance
- Students can reflect on and evaluate their own work and that of others
- Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

## Subject Domains of Knowledge

- D1. Characteristics of performance text(s) and dramatic work(s)
- D2. Social, cultural and historical contexts
- D3. How meaning is interpreted and communicated
- D4. Drama and theatre terminology and how to use it appropriately
- D5. The roles and responsibilities of theatre makers in contemporary professional practice
- D6. Understanding of style
- D7. Understanding of genre

## Subject Key Concepts

- C1. Performance
- C2. Process
- C3. Evaluating/Analysing
- C4. Devising
- C5. Movement
- C6. Facial Expression
- C7. Voice
- C8. Audience
- C9. Gesture
- C10. Use of space and proxemics
- C11. Collaboration
- C.12 Status

Year 7 Unit	Unit 1 Getting to Know You / Mime and movement	Unit 2 Silent Movies
<b>Overview</b>	Students will build and develop a strong group dynamic through a series of games and exercises. They will also develop mime and movement skills by working together to make the invisible, visible!	Students will learn about the Silent Movie genre and devise performance work in this style, set to music.
<b>Lesson Sequence</b>	<p><a href="#">Knowledge and Skills Map MIME Final.docx</a> <a href="#">Mime and Movement PP.pptx</a></p> <ol style="list-style-type: none"> <li><b>Making shape</b> – In this lesson students will use their bodies to represent objects – Letters, food and famous landmarks!</li> <li><b>Introducing mime</b> – In this lesson students will experiment with string pulling. Making the invisible visible.</li> <li><b>Creating more complex mime</b> – In this lesson students will learn to use their physical skills to demonstrate size, shape and weight.</li> <li><b>Creating narrative mime</b> – In this lesson students will create an extended performance using mime for an audience.</li> <li><b>Rehearsal period</b> (Flexible)</li> <li><b>Perform and assess</b> – In this lesson students will perform a technically accurate mime sequence.</li> </ol>	<p><a href="#">Silent Movies Knowledge and Skills Map.docx</a> <a href="#">Silent Movie PPT New.pptx</a></p> <ol style="list-style-type: none"> <li><b>Introduction to genre and style and developing chase sequences</b> – In this lesson students will be introduced to the Silent movie genre and develop mime and physical gestures.</li> <li><b>Devising from music (Track one)</b> – In this lesson students will develop slapstick comedy through mime, physicality and gesture.</li> <li><b>Devising from music (Track two)</b> – In this lesson students will create a narrative sequence for an audience.</li> <li><b>Setting movement to music (Track three)</b> – In this lessons students will create a narrative sequence for an audience.</li> <li><b>Work in Progress</b> – In this lesson students will use peer and self-assessment to set targets for improvement.</li> <li><b>Perform and assess</b> – In this lesson students will perform a1.. final Silent Movie piece for an audience.</li> </ol>
<b>Key Domains and Concepts taught in this Unit / Term</b>	<ul style="list-style-type: none"> <li>D3. How meaning is interpreted and communicated</li> <li>D4. Drama and theatre terminology and how to use it appropriately</li> </ul>	<ul style="list-style-type: none"> <li>D3. How meaning is interpreted and communicated</li> <li>D4. Drama and theatre terminology and how to use it appropriately</li> </ul>

	<ul style="list-style-type: none"> <li>• D6. Understanding of style</li> <li>• C1. Performance</li> <li>• C2. Process</li> <li>• C3. Evaluating/Analysing</li> <li>• C4. Devising</li> <li>• C5. Movement</li> <li>• C6. Facial Expression</li> <li>• C8. Audience</li> <li>• C9. Gesture</li> <li>• C11.Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• D6. Understanding of style</li> <li>• D7. Understanding of genre</li> <li>• C1. Performance</li> <li>• C2. Process</li> <li>• C3. Evaluating/Analysing</li> <li>• C4. Devising</li> <li>• C5. Movement</li> <li>• C6. Facial Expression</li> <li>• C8. Audience</li> <li>• C9. Gesture</li> <li>• C11.Collaboration</li> <li>• C12. Status</li> </ul>
<b>KS4 End Points</b>	<ul style="list-style-type: none"> <li>• Students can apply knowledge and understanding of Drama when making, performing and responding to Drama</li> <li>• Students develop competence in a range of practical, creative and performance skills</li> <li>• Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas</li> <li>• Students are creative, effective, independent and reflective young people who make informed choices in process and performance</li> <li>• Students can contribute as an individual to a theatrical performance</li> <li>• Students can reflect on and evaluate their own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>• Students can apply knowledge and understanding of Drama when making, performing and responding to Drama</li> <li>• Students develop competence in a range of practical, creative and performance skills.</li> <li>• Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas</li> <li>• Students are creative, effective, independent and reflective young people who make informed choices in process and performance</li> <li>• Students can contribute as an individual to a theatrical performance</li> <li>• Students can reflect on and evaluate their own work and that of others</li> </ul>
<b>Declarative Knowledge (Students should know)</b>	Students can describe to work together in a positive, supportive and creative way – using Focus, Control, Concentration, Eye Contact	Students can explain how to work together in a positive, supportive and creative way.  Students are able to identify characteristics of Silent movies

	<p>Can describe their personal impact on the work of a group</p> <p>Students can describe how to make mime convincing through the physical manipulation of size, shape and weight.</p> <p>Knowledge and correct application of key terminology for this unit.</p>	<p>with clarity and confidence.</p> <p>Knowledge and correct application of key terminology for this unit.</p>
<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<p>Pay attention to detail when planning and performing their mime.</p> <p>Make a significant personal contribution to a group performance</p> <p>Focus</p> <p>Accuracy</p> <p>Demonstration of size/shape/weight</p>	<p>Exaggerate their emotions physically and demonstrate these clearly to an audience.</p> <p>Create a fluent silent movie, with action fitting the timing of the musical score.</p> <p>Include slapstick comedy in their performance.</p>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<p>Re-capping and identification of T3 words</p> <p>Visual and verbal reminders</p> <p><b>Keywords</b></p> <p>Focus, Control, Concentration, Eye Contact, accuracy, size, shape, weight.</p>	<p>Re-capping and identification of T3 words</p> <p>Visual and verbal reminders</p> <p><b>Keywords</b></p> <p>Slapstick, Sequence, Stimuli, Sustain, Style, Fluency, Exaggeration, Contribution</p>
<p><b>Assessment (Summative and Formative)</b></p>	<p>Summative: Whole class performance (discreet baseline)</p> <p>Formative: Teacher verbal feedback during practical tasks, 'spotlighting' of work throughout scheme, rewarding physicalisation of key words.</p>	<p>Summative: Final assessed performance</p> <p>Formative: Teacher verbal feedback during practical tasks and work in progress.</p>
<p><b>Links to Prior Learning</b></p>	<p>Starting point for all students varied experience so far.</p>	<p>Mime skills from previous unit.</p> <p>Safe working practices.</p>

		Collaboration.
<b>Next steps in learning</b>	Applying physical skills within a specific style	Applying physical skills within a specific style
<b>Common Barriers to learning in this unit</b>	Lack of Drama Experience at KS2 Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs	Personal Resilience Social Anxiety Physical and Social Barriers Specific Learning Needs

Year 7 Unit	Unit 3 Creating Tension and Atmosphere	Unit 4 Puppetry
<b>Overview</b>	Students will explore famous works of poetry such as The Highwayman and Jabberwocky, with a focus on building atmosphere and tension for their audience.	Students will build their own puppet and bring it to life, working together to create naturalistic movement, breath and focus.
<b>Lesson Sequence</b>	<p><a href="#">Knowledge and skills map Tension Poetry - Copy.docx</a> <a href="#">Building Tension.pptx</a></p> <ol style="list-style-type: none"> <li><b>The Highwayman</b> In this lesson students will use vocal techniques and soundscape to create tension.</li> <li><b>Jabberwocky</b> – In this lesson students will explore using physical theatre and tableaux to create narrative.</li> <li><b>House With No Windows</b> – In this lesson students will use stillness, silence and lighting/shadows to create tension.</li> <li><b>Choose Your Poem</b> – In this lesson students will</li> </ol>	<ol style="list-style-type: none"> <li><b>Fairyland Gangs</b> – In this lesson students will identify and experiment with vocal and physical characteristics of fairytale characters.</li> <li><b>How does a fairytale work?</b> – In this lesson students will modernise a classic fairytale using its structure and morality.</li> <li><b>Rehearsal 1</b> – In this lesson students will plan and organise their time and group to use rehearsal time effectively.</li> <li><b>Rehearsal 2</b> – In this lesson students will plan and organise their time and group to use rehearsal time effectively.</li> <li><b>Work in Progress</b> – In this lesson students will give and</li> </ol>

	<p>choose one of the poems to work into a performance.</p> <p><b>5. Work in Progress</b> – In this lesson students will give and receive constructive feedback and use this to improve their work.</p> <p><b>6. Perform and Assess</b> – In this lesson students will demonstrate all of the skills explored to build tension in an assessed performance.</p>	<p>receive constructive feedback and use this to improve their work.</p> <p><b>6. Perform</b> – In this lesson students will create and sustain a believable vocal character for a puppet performance.</p>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D3. How meaning is interpreted and communicated  D7. Understanding of genre  D1. Characteristics of performance text(s) and dramatic work(s)  D6. Understanding of style  C1. Performance  C2. Process  C3. Evaluating/Analysing  C4. Devising  C5. Movement  C6. Facial Expression  C7. Voice /Soundscapes  C8. Audience  C9. Gesture  C11.Collaboration</p>	<p>D3. How meaning is interpreted and communicated  D7. Understanding of genre  D1. Characteristics of performance text(s) and dramatic work(s)  D6. Understanding of style  D7. Understanding of genre  C1. Performance  C2. Process  C3. Evaluating/Analysing  C4. Devising  C7. Voice  C8. Audience  C11.Collaboration</p>
<p><b>KS4 End Points</b></p>	<ul style="list-style-type: none"> <li>• Students can apply knowledge and understanding of Drama when making, performing and responding to drama</li> <li>• Students can explore performance texts and understand their social, cultural and historical context</li> <li>• Students develop competence in a range of practical, creative and performance skills</li> <li>• Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas</li> <li>• Students are creative, effective, independent and</li> </ul>	<ul style="list-style-type: none"> <li>• Students can apply knowledge and understanding of Drama when making, performing and responding to drama</li> <li>• Students develop competence in a range of practical, creative and performance skills</li> <li>• Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas</li> <li>• Students are creative, effective, independent and reflective young people who make informed choices in process and performance</li> <li>• Students can contribute as an individual to a theatrical</li> </ul>

	<p>reflective young people who make informed choices in process and performance</p> <ul style="list-style-type: none"> <li>• Students can contribute as an individual to a theatrical performance</li> <li>• Students can reflect on and evaluate their own work and that of others</li> <li>• Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> </ul>	<p>performance</p> <ul style="list-style-type: none"> <li>• Students can reflect on and evaluate their own work and that of others</li> </ul>
<p><b>Declarative Knowledge (Students should know)</b></p>	<p>Students can explain how to use the following techniques to create tension in drama:</p> <ol style="list-style-type: none"> <li>1. Vocal techniques to include echo, pitch, pause pace, tone, emphasis and repetition.</li> <li>2. Physical skills to include movement, facial expression gesture and still image.</li> <li>3. Soundscape</li> </ol>	<p>In The context of Fairy Tales students will understand the use of Genre, Plot Structure, Morals Students will be able to Identify Stock Characters and their plot function, Students will know how to use vocal Skills to create characterisation – Pitch, Pause, Pace, Pause, Volume, Emphasis, Students will learn how to make a character shadow puppet</p>
<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<p>Students will demonstrate application of vocal techniques, physical skills and soundscapes.</p> <p>Students will use the unit key words when discussing their work and evaluating the work of others.</p> <p>Students can set their own targets for improvement based on feedback given.</p>	<p>Students will apply their knowledge of vocal techniques to create a voice for their puppet.</p> <p>They will create a shadow puppet with moving parts and incorporate colour.</p> <p>Students will use the unit key words when discussing their work and evaluating the work of others.</p> <p>Students can set their own targets for improvement based on feedback given.</p>

<p><b>Developing T3 Literacy and Numeracy</b></p>	<p>Learning poetic structure Reading and performance Vocal techniques and skills</p> <p><b><u>Keywords</u></b> Process, Facial Expression, Voice, Vocal/Physical Techniques</p>	<p>Re-capping and identification of T3 words Visual and verbal reminders</p> <p><b><u>Keywords</u></b> Plot, Stock Characters, Moral, characterisation, Pitch, Pause, Pace, Pause, Volume, Emphasis, Genre</p>
<p><b>Assessment (Summative and Formative)</b></p>	<p>Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.</p>	<p>Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.</p>
<p><b>Links to Prior Learning</b></p>	<p>Getting to know you and mime and movement.</p>	<p>Using Vocal skills learned in Tension and Atmosphere and applying to characterisation and storytelling</p>
<p><b>Next steps in learning</b></p>	<p>How to use their voice effectively for characterisation and atmosphere.</p>	<p>Applying physical skills and understanding of characterisation to blocking and proxemics on stage.</p>
<p><b>Common Barriers to learning in this unit</b></p>	<p>Personal Resilience Social Anxiety Physical and Social Barriers Specific learning needs</p>	<p>Personal Resilience Social Anxiety Physical and Social Barriers Specific learning needs</p>



Yr 7 Unit	Unit 5 Shakespeare	Unit 6 Scripted Work
<b>Overview</b>	Students will explore extracts from several different Shakespeare's plays and explore his use of language. They will work together to block scripted work to communicate meaning.	Students will learn how to approach a playtext, both as an actor and as a director. They will work to build a fully realised character from the feet up using vocal and physical skills to communicate a role to an audience.
<b>Lesson Sequence</b>	<a href="#">Term 5 - Shakespeare</a> 1. Romeo and Juliet – In this lesson students will use physical skills to communicate the meaning of the 'bite my thumb' scene. 2. Macbeth – In this lesson students will use physical skills to create tension and communicate meaning of the murder scene. 3. A Midsummer Night's Dream – In this lesson students will use the physical skills to communicate the meaning of the 'Up and down' scene. 4. Rehearsal – In this lesson students will select one of the plays and begin to block the scene. 5. Work in Progress – In this lesson students will give and receive constructive feedback and use this to improve their work. 6. Perform – In this lesson students will perform their selected scene as an assessment.	
<b>Key Domains and Concepts taught in this Unit / Term</b>	D3. How meaning is interpreted and communicated D2. Social, cultural and historical contexts D7. Understanding of genre D1. Characteristics of performance text(s) and dramatic work(s) D6. Understanding of style  C1. Performance C2. Process C3. Evaluating/Analysing	<ul style="list-style-type: none"> <li>• D1. Characteristics of performance text(s) and dramatic work(s)</li> <li>• D2. Social, cultural and historical contexts</li> <li>• D3. How meaning is interpreted and communicated</li> <li>• D4. Drama and theatre terminology and how to use it appropriately</li> <li>• D5. The roles and responsibilities of theatre makers in contemporary professional practice</li> <li>• C1. Performance</li> </ul>

	<p>C5. Movement C6. Facial Expression C7. Voice /Soundscapes C8. Audience C9. Gesture C11.Collaboration C.12 Status</p>	<ul style="list-style-type: none"> <li>• C2. Process</li> <li>• C5. Movement</li> <li>• C6. Facial Expression</li> <li>• C7. Voice</li> <li>• C8. Audience</li> <li>• C9. Gesture</li> <li>• C10.Use of space and proxemics</li> <li>• C11.Collaboration</li> <li>• C.12 Status</li> </ul>
<p><b>KS4 End Points</b></p>	<p>Students can apply knowledge and understanding of Drama when making, performing and responding to drama</p> <ul style="list-style-type: none"> <li>• Students can explore performance texts and understand their social, cultural and historical context</li> <li>• Students develop competence in a range of practical, creative and performance skills</li> <li>• Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas</li> <li>• Students are creative, effective, independent and reflective young people who make informed choices in process and performance</li> <li>• Students can contribute as an individual to a theatrical performance</li> <li>• Students can reflect on and evaluate their own work and that of others</li> <li>• Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> </ul>	<p>Students can apply knowledge and understanding of Drama when making, performing and responding to drama</p> <ul style="list-style-type: none"> <li>• Students can explore performance texts and understand their social, cultural and historical context</li> <li>• Students develop competence in a range of practical, creative and performance skills</li> <li>• Students can work safely, imaginatively and collaboratively to generate, develop and communicate ideas</li> <li>• Students are creative, effective, independent and reflective young people who make informed choices in process and performance</li> <li>• Students can contribute as an individual to a theatrical performance</li> <li>• Students can reflect on and evaluate their own work and that of others</li> <li>• Students have an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice</li> </ul>

<b>Declarative Knowledge (Students should know)</b>	Some social and historical facts regarding Shakespeare's theatre and plays. In particular, a brief introduction to the plot lines of <i>Romeo and Juliet</i> , <i>Midsummer Night's Dream</i> and <i>Macbeth</i> .	How to approach a playtext. The characters, themes and relationships within the performance text. Social and historical contexts.
<b>Procedural Knowledge (Students should be able to do)</b>	Students will discover ideas for blocking Shakespearean text through a series of games and play. They will be able to take direction and give direction and set their own targets for improvement.	Work as part of a group to perform a section of scripted work without a script in hand. Perform a fully realised character to an audience using physical and vocal skills.
<b>Developing T3 Literacy and Numeracy</b>	Re-capping and identification of T3 words Access to Shakespearian language	Re-capping and identification of T3 words  <b><u>Keywords</u></b> Tension Heirarchy Pitch Pause Pace Tone Emphasis Gait Gesture
<b>Assessment (Summative and Formative)</b>	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.	Summative: Final assessed performance Formative: Teacher verbal feedback during practical tasks and work in progress.
<b>Links to Prior Learning</b>	Mime and Movement, creating dramatic tension	Shakespeare, creating tension and atmosphere
<b>Next steps in learning</b>	Introduction to a dramatic text, introduction to proxemics and staging	The role of a director when rehearsing a play. Take a leading role.
<b>Common Barriers to</b>	Personal Resilience Social Anxiety	Personal Resilience Social Anxiety

<b>learning in this unit</b>	Physical and Social Barriers Specific learning needs Misconception of Shakespeare	Physical and Social Barriers Specific learning needs
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