

Year Group	Starting Point:	Term 1	Term 2	Term 3
7	<p>National Curriculum KS2:</p> <p>Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</p> <p>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>In years 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate</p>	<p>Introduction to Drama:</p> <p>Develop and appreciation of different genres of Drama, covering a range of genres, historical periods and authors.</p> <p>To use standard English confidently in a range of contexts.</p> <p>Speak confidently through improvisation, rehearsal and performing play scripts and poetry in ordered to generate language and discuss language use and meaning using role, intonation, tone, volume, mood stillness and action to add impact.</p> <p>To be able to use Drama techniques and terminology within performance.</p> <p>GENRE DEVISING</p>	<p>Styles of theatre: The Factory.</p> <ul style="list-style-type: none"> Develop an understanding of Naturalistic and non-naturalistic theatre. To use techniques from practitioners Brecht and Stanislavski. To create and develop character. <p>DEVISING</p> <p>Greek Theatre</p> <ul style="list-style-type: none"> To understand the origins of theatre. To take part in Dionysia style performances. To use chorus in a performance. To be able to use Greek techniques To learn and perform Greek stories and myths for an audience. <p>GENRE STYLE</p>	<p>Page to stage: Ernie’s Incredible Illusions</p> <ul style="list-style-type: none"> To stage a performance. To study a whole text Develop and appreciation of different genres of Drama, covering a range of genre, historical periods and author Speak confidently through improvisation, rehearsal and performing play scripts and poetry in ordered to generate language and discuss language use and meaning using role, intonation, tone, volume, mood stillness and action to add impact. To be able to use Drama techniques and terminology within performance. To be able to build on their comedy genre to work within the realms of a script. To understand how to take a script from page to stage including techniques such as learning lines and blocking a stage play as director. They will be then the building block to move onto a more challenging text script in year 8, they also will end year 7 with a understanding that there are many different genre’s of drama. <p>STYLE</p>
8	<p>Year 8’s will begin with an understanding of putting a play on stage from the last SOW of year 7, they will be using the skills taught within the comedy genre script to challenge them with the new genre of horror, WB asks students to develop character from different time periods and how that affects characterization, they will be taught how to build tension within a performance and the way tension can create audience interest.</p> <p>They will have taken part in many different performance within lesson in front of their peers so their confidence within performance is expected to improve within year 8, so that work can be more challenge and feedback will be more specific from peers.</p>	<p>Macbeth</p> <p>To be able to keep tension in a performance and to be aware of how to use and evaluate tension in piece. To have an awareness of how different genre’s use differing techniques. To be able to professionally rehearse work. To be able to use voice in a variety of ways, to lead on to the spoken language endorsement.</p> <p>Student will have accessed different areas of script to allow them to access more difficult texts within year 9 (the Crucible) They will have an awareness of making and breaking tension which they will continue to use in a different way.</p> <p>GENRE STYLE</p>	<p>Commedia Dell Arte</p> <p>To have an awareness of different genre of theatre using different techniques.</p> <p>To be able to work professionally with others.</p> <p>To be able to answer questions and perform in front of a class with confidence.</p> <p>To be able to draw on prior knowledge to help to gain a deeper understanding.</p> <p>To be confident to perform in front of a group of peers.</p> <p>Theatre in Education:</p> <p>They will prepare a professional performance for an audience.</p> <p>They will use their prior knowledge of creating naturalism (The factory) to create their own original performance.</p> <p>GENRE STYLE</p>	<p>Page to stage: Our Day Out</p> <ul style="list-style-type: none"> To study extract of a play They build an understanding of the impact of context within a play They will build an understanding of life in modern history (1970) They will put together a performance looking at the different roles in the theatre. They will be challenged to block a script at to use stage directions They will use their devising skills to use the play and the characters as a stimulus. <p>Ready for year 9 all learners should have a good knowledge of different genre of drama as well as key opportunities to devise and work with professional scripts within more challenging parameters.</p> <p>STYLE</p>
9	<p>Year 9’s will begin with a good knowledge of the Horror, comedy and Commedia Dell’Arte genre, they will have a strong understanding of dramatic devices as well as reading, directing, designing and acting from scripts from the 1960’s and 1980’s, Ernie’s a more modern play written for schools and the Woman in Black a mock Edwardian ghost story.</p> <p>They will have created characters based on specific knowledge and time period focusing on blocking a scene then moving on to creating specific atmosphere’s in theatre using acting skills as well as design skills.</p> <p>The last work that year 9 will have taken part in is all about focusing on the overall characterisation of a character and becoming a character in every aspect.</p>	<p>Blood Brothers:</p> <p>They will build on their understanding of putting on a script and an awareness of dramatic readings</p> <p>Student will write and perform their own original monologue this builds on their understanding of building tension they need to use prior knowledge of script work to create a professional piece of work.</p> <p>STYLE</p> <p>Let Hm Have it begins- please see next slide</p>	<p>Let Him Have it: DocuDrama</p> <p>They will be taught to speak confidently and effectively, including through giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation Identifying and interpreting themes, ideas and information Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects. Seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p> <p>Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence. Make an informed personal response, recognising that other responses to a text are possible and evaluating these.</p> <p>selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p> <p>make notes, draft and write, including using information provided by others [e.g. writing letter from key points provided; drawing on and using information from presentation</p>	<p>Devising Drama:</p> <p>They will build on knowledge from Year 8 (Commedia/TIE) and Year 7 (Greek, Comedy, styles), to create a original performance.</p> <p>They will have to use their prior knowledge of scripts covered to create scripts for their performance.</p> <p>They will work from a set of stimulus</p> <p>They will create using genre, style or practitioner.</p> <p>They will work professionally with others and grow their prior knowledge to use if a different setting.</p> <p>This will also prepare them for GCSE Drama.</p> <p>GENRE</p> <p>The Crucible- Page to Stage</p> <p>Year 9 will have looked at a script with more sophisticated subject</p>

Key Concepts- Drama

- Genre- to view a variety of genre and look at key concepts that create that type of performance
- Style- to look at the different styles of theatre and how you create that type of performance

Disciplinary Knowledge:

- Originality, Devising- To create a performance from a stimulus.
- Self-Regulation- Reviewing- to peer and self-assess performance ability.
- Script- working with a script to create performances