

Drama
Year 7
Term 1 & 2



Story Telling- Developing basic drama skills. Introducing scripted work as a stimulus. Students will explore dramatic conventions whilst developing focus and control in performance and learning evaluative language and skills. This includes: creating atmosphere, still images, thought tracking, narration, effective use of space, levels, story telling, facial expression, body language, gesture, and characterisation. There will be several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.

Parental Support: Parents and carers can support by talking to their child about their learning, attending the theatre or accessing drama and theatre on television.

Useful website/resources: www.bbc.co.uk/bitesize, www.rsc.org.uk, www.nationaltheatre.org.uk

Term 3 & 4

Bodyworks- The students will be using a variety of stimuli this term in order to create their drama, ranging from mask work, to Rowan Atkinson's idea of comedy. We will be looking at Commedia Del Arte and the Greek Theatre.

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Term 5&6

Shakespeare- We will be studying Shakespeare's work this term to inspire and engage students of all abilities. We will focus on activities that can generate a range of evidence demonstrating pupil understanding of character and motivation, themes and ideas, language and the plays in performance. Some of the activities will emphasise a visual, auditory and kinaesthetic approach to the very different worlds and environments that the plays inhabit.

Parental Support: Parents and carers can support by talking to their child about their learning, attending the theatre or accessing drama and theatre on television.

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Year 8

Term 1&2

The Terrible Fate of Humpty Dumpty- Playscript. Developing skills learned in year 7 to explore a playtext fully. Character analysis role-playing. This unit also covers, bullying and opens discussion on moral issues and prejudice- leading to further reflection on the roles of the community and the media. They will be using explorative strategies, problem solving, teacher-in-role, hot seating, symbolism. There will be several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.

Parental Support: Parents and carers can support by talking to their child about their learning, attending the theatre or accessing drama and theatre on television.

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Term 3&4

Life on the streets– This unit of work is based around the theme of homelessness. The students are exploring this theme through a variety of practical work, still images, marking the moment and devising. It is an introduction to the type of work they will be doing in GCSE.. This unit also covers, social/historical context of the homeless people. They will be using explorative strategies, problem solving, teacher-in-role, hot seating, symbolism. There will be several informal assessments throughout the term culminating in a formal assessed piece at the end of the unit.

Parental Support: Parents and carers can support by talking to their child about their learning, attending the theatre or accessing drama and theatre on television.

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Term 5&6

For terms 5 and 6 in Drama we will be looking at developing students devising skills. By looking at a range of stimuli they will learn how to create and adapt interesting drama and develop their ability to communicate meaning effectively. This will then lead to a project revolving around Documentary Theatre, where they will devise their own performance based on true events. This will involve script writing, costuming, directing and any other performance elements that they see fit to add, just like a real performance would require.

Parental Support: Parents and carers can support by talking to their child about their learning, attending the theatre or accessing drama and theatre on television.

Useful website/resources www.bbc.co.uk/bitesize, www.childline.org.uk, www.nspcc.org.uk, www.rsc.org.uk, www.nationaltheatre.org.uk