

Year 7 Topics

In year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Basic skills: Teamwork, Voice, Movement & Improvisation	The building blocks of drama; social and group work skills, knowledge of how to apply vocal, movement and imaginative skills needed for all drama to take place.	1. How to collaborate with others	Communication, collaboration, evaluate, Listening, Respect, teamwork	CREATING: Developing ideas, problem solving, decision making, time management, collaborating Rehearsing Interpreting text Devising Refining and amending work in progress PERFORMING: Contribution to final performance EVALUATING: Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others Literacy Oracy Creativity Resilience Resourceful
		2. Trust and how non-verbal communication is used to create meaning	Non-verbal, control, co-ordination, movement, mime, gesture, body language, facial expression, stance, posture, proxemics, rhythm/pace/tempo	
		3. How verbal communication is used to create meaning	Verbal, voice, pitch, pace, pause, projection/power, articulation Dialogue, interpretation	
		4. How improvisation is essential to generate and explore ideas	Improvisation, accepting, blocking, reaction, spontaneity, imagination, rhythm/pace/tempo, characterisation Stage configuration: end on, areas of the stage	
		5. Character <i>Introduction to creating a character</i>	Character profile, setting, characterisation, hot seating, successful, unsuccessful, improvements, vocal/verbal skills, physical/non-verbal skills	
		6. Structure: <i>How to structure a short piece of theatre from a prop</i> <i>How to rehearse</i>	Beg, middle, end, stimulus, characterisation, collaboration, listening, accepting, blocking, action/plot/content	

		7. Drama and theatre terminology and how to use it appropriately <i>How to evaluate their own work</i>	Analyse, evaluate, justify, PEEL	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Characterisation, status and tension	Building on the previous scheme, the fundamental knowledge of a performers role, how to create a character, communicate status and build tension is central to all drama	1. What is characterisation and its use. Characterisation: emotion The role of the performer	Performing skills inc language of the role, emotion, characterisation, physicality, actions, speech, thoughts/motivation Protagonist, antagonist, stock characters <u>Performer:</u> directors vision on stage, learn lines, understanding of character, collaboration, interpret character	CREATING: Developing ideas, problem solving, decision making, time management, collaborating Research Rehearsing Interpreting text Devising Refining and amending work in progress PERFORMING: Contribution to final performance EVALUATING: Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others Literacy Oracy Creativity Resilience Resourceful
		2. To understand and apply the rehearsal techniques of thought tracking/thoughts aloud and hot seating.	<u>Rehearsal technique:</u> thought tracking/thoughts aloud, hot seating Performing skills, sustain a role	
		3. To understand and apply the rehearsal technique of Role on the Wall and character profile	<u>Rehearsal technique:</u> role on the wall, character profile Performing skills	
		4. To understand and apply the rehearsal technique animalistics	<u>Rehearsal technique:</u> animalistics	
		5. How to create mood and atmosphere through tension and status	Mood, atmosphere, status, tension, performance energy, audience awareness <u>Vocal skills:</u> pitch, pace, pause, power/projection, articulation, emotional range, language of the role	

			Physical skills: Movement/mime/gesture, body language, posture/stance, control, co-ordination, facial expression, rhythm/pace/tempo, proxemics	
		6. Role of the performer Performance conventions <i>To apply knowledge of characterisation, dramatic tension and status</i> Drama and theatre terminology and how to use it appropriately <i>How to evaluate others work</i>	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness. Analyse, evaluate, justify, PEEL	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Starting with scripts - storytelling	Exploring the characteristics of a performance text and how meaning can be interpreted. It builds on the knowledge acquired in previous units	1. Difference between a novel and a script Characteristics of dramatic works <i>How to analyse a script</i>	Playwright, Script, dialogue, stage directions, performer, interpretation, director	CREATING : Developing ideas, problem solving, decision making, time management, collaborating Research Rehearsing Interpreting text Devising Refining and amending work in progress PERFORMING : Contribution to final performance EVALUATING : Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others
		2. Social, cultural and historical context of the script Structure of plays	<u>Structure</u> : linear, non-linear <u>Elements</u> : Plot (Exposition, complication, climax, resolution), characters, setting, theme Social, cultural, historical	
		3. Language of plays	Character, playwright, relationships, intentions <u>Types</u> : formal/informal, naturalistic/non naturalistic, prose/verse, literal/figurative	
		4. Understanding stage directions and stage configuration	Stage directions Stage configurations: end on, in the round, traverse	

		5. Genre of storytelling Style Purpose of narration (internal & external)	Genre, storytelling, style, physical theatre, non-naturalistic, internal narration, external narration, multi-rolling, soundscape	Literacy Oracy Creativity Resilience Resourceful
		6. Dramatic characters (Stereotype V's archetype) Character analysis	Stereotype, archetype Rehearsal technique: still image	
		7. How to Interpret a script PALL	Interpretation, script, purpose (aim & intention), audience (target audience), language, layout (structure, stage configuration)	
		8. How to rehearse effectively to communicate your interpretation The purpose of dramatic techniques	Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage	
		9. The purpose of rehearsal techniques How to develop a character applying rehearsal techniques	Rehearsal techniques: role play, still image, thought tracking/thoughts aloud, hot seating, role on the wall, blocking	
		10. How to rehearse effectively applying rehearsal and dramatic techniques	Rehearsal techniques: as above Dramatic techniques: soundscape, multi-rolling, narration	
		11. Role of the performer Performance conventions Use of performance space and proxemics Performers interpretation <i>To perform communicating a clear interpretation and portraying a sustained clear character with commitment.</i>	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness.	
		12. Drama and theatre terminology and how to use it appropriately	Analyse, evaluate, justify, PEEL	

		<i>How to evaluate own and others work. Compare the different interpretations applying drama language.</i>		
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Ancient Greek Theatre	Origins of western theatre and consolidate knowledge from previous units	<p>1. Social, cultural, historical context of ancient Greek theatre and importance to today's theatre Elements/characteristics of ancient Greek theatre performance Structure of a tragedy and comedy</p>	<p>Ampitheatre, comedy, tragedy, chorus, skene, orchestra, elements, festival, ritual <u>Elements of drama:</u> action/plot/content, climax/anti-climax <u>Techniques to tell the story:</u> exaggeration, Chorus, choral speech <u>Performing skills:</u> Gesture, movement/mime,</p>	<p>CREATING: Developing ideas, problem solving, decision making, time management, collaborating Research Rehearsing Interpreting text Devising Refining and amending work in progress PERFORMING: Contribution to final performance EVALUATING: Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others</p> <p>Literacy Oracy Creativity Resilience Resourceful</p>
		<p>2. To understand the role of the chorus and choral speaking techniques Themes and issues in Oedipus</p>	<p><u>Elements of drama:</u> Proxemics/spatial relationships, action/plot/content <u>Rehearsal techniques:</u> Still Image <u>Techniques to tell the story:</u> exaggeration, Chorus, movement to Music, choral speech, Stylised movement, Essence machine <u>Performing skills:</u> Posture, Gesture, body language, facial expression, tempo-rhythm, movement/mime, <u>Teamwork skills:</u> Communication, collaboration, Listening, Respect, Trust, Concentration, co-operation</p>	

		3. Interpret a section of Oedipus using the techniques of Ancient Greek Theatre	Interpretation, aim and intention, casting <u>Elements</u> : relationships, action/plot/content, climax/anti-climax <u>Techniques to tell the story</u> : exaggeration, Chorus, movement to Music, choral speech <u>Performing skills</u> : Posture, Gesture, body language, facial expression, tempo-rhythm, movement/mime, voice – pitch, pace, pause, projection, tone	
		4. How meaning is interpreted <i>How to rehearse effectively to communicate your interpretation</i>	Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage, performing skills	
		1. Role of the performer Performance conventions Use of performance space and proxemics Performers interpretation <i>To perform communicating a clear interpretation and portraying a clear and sustained character with commitment.</i>	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness.	
		5. Drama and theatre terminology and how to use it appropriately <i>How to evaluate own and others work comparing the different interpretations applying drama language.</i>	Analyse, evaluate, justify, PEEL	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Introduction to devising	Building on all the units taught,	1. Definition and types of stimuli and texts	Stimuli, text, social, cultural, historical, devising, prop	CREATING : Developing ideas, problem solving, decision

explores how to create original work with meaning from a stimulus	Social and cultural context How meaning is interpreted <i>Devising from a prop</i>	Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage	making, time management, collaborating Research Rehearsing
	2. Social and cultural context How meaning is interpreted <i>Devising from a picture and poem</i> <i>Effective research</i>	Stimuli, text, social, cultural, historical, devising, prop Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage, research	Interpreting text Devising Refining and amending work in progress PERFORMING: Contribution to final performance
	3. Roles and responsibilities Structure (PALL)	Ensemble, Performer, director purpose (aim & intention), audience)target audience), language, layout (structure, stage configuration)	EVALUATING: Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others
	4. Rehearsal techniques <i>How to generate ideas</i>	Rehearsal techniques: blocking Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage	Literacy Oracy Creativity Resilience Resourceful
	5. Dramatic techniques <i>How to develop scene ideas</i>	Dramatic technique, style, genre Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage	
	6. Performance conventions and role of the performer <i>To perform communicating a clear interpretation and portraying a clear and sustained character with commitment</i>	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness.	

