

| Year 7 | | |
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| Autumn Term 2018 | Spring Term 2019 | Summer Term 2019 |
| <p><u>Half term 1</u> <u>Topic</u> Intro lesson Building a Character 'BAC'</p> <p><u>Content breakdown:</u> Week 1: Intro lesson: booklets/ routines/ seating plan/ Introduction to drama and drama teacher. Share rules and disciplines in drama · Learn names · To maintain a good working environment · To establish classroom control mechanism.</p> <p>Week 2: BAC: Introduction to topic. Opportunity to create a role. Explore the creation and depiction of stereotypical characters.</p> <p>Week 3: Develop stereotypes and put them into a situation for performance. Create scenes in the style of a Soap Opera using a cliff-hanger and stereotypes.</p> <p>Week 4: Work on character from an exterior point of view. Develop character from a physical / external approach</p> <p>Week 5: Explore showing feelings, relationships and motivations physically. Explore and develop characterisation focussing on motivations and inner feeling</p> | <p><u>Half term 3</u> <u>Topic</u> Storytelling/ Physical Theatre</p> <p><u>Content breakdown:</u> Week 1 Explore storytelling through the use of spontaneous improvisation and prepared improvisation. Ghost story genre. Create spontaneous stories in pairs and groups. Develop vocal story-telling skills in pairs and groups.</p> <p>Week 2: Create a narrative using pieces of stimulus in a certain order. Understanding of how objects placed next to each other are suggestive of narrative and how we read a typical plotline. Use still image and narration to tell a story.</p> <p>Week 3: Use a story as a starting point for drama, How to create tension in a scene. Create an imaginative dream sequence to music. Solo and group tasks. Use a story and music as a stimulus to create a dream sequence.</p> <p>Week 4: Use physical theatre and soundscaping effectively. Use a story as a starting point from which to develop your own stories. Use of physical theatre, chorus and mime.</p> <p>Week 5: Experiment with various story telling techniques drawing on work completed in previous drama lessons. To draw on various myths as stimuli from which to create our own story in a group.</p> | <p><u>Half term 5</u> <u>Topic</u> 'Ernie's Incredible Illucinations' Play text</p> <p><u>Content breakdown:</u> Week 1: Introduction to script and main characters. Creating work where the students have to work in unison. Understand the conventions of scripts (stage directions, character speech/direction etc). To improve speaking and listening skills.</p> <p>Week 2: Working in theatre in the round and building up atmosphere/ excitement on stage by using soundscapes. Develop how to act in theatre in the round.</p> <p>Week 3: Working in traverse staging and developing building tension. How to act on traverse staging. develop techniques of how to build up tension on stage.</p> <p>Week 4: Students creating their own 'Illucination' using above skills and techniques.</p> <p>Week 5: Students acting out part of the script using their costume indicators/ recreating their performance. Develop devising skills. Develop the technique of direct address. Learn/develop the use of hot seating to build</p> |

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| <p>Week 6: End of topic assessment fortnight: Practical DIRT marking assessment Develop work on characters and relationships from internal feelings and motivations.</p> <p>Week 7: End of topic assessment fortnight: ICC Assessment 1 this week. Practical DIRT marking assessment</p> <p>Week 8: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p> | <p>Week 6: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment. Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p> <p>HW Title: Storytelling verbal/ practical task HW length: 30 minutes prep time at home. To be presented in lesson time.</p> | <p>up characterisation</p> <p>Topic will continue through to next half term</p> |
| <p>Half term 2 Topic Melodrama</p> <p>Content breakdown: Week 1: DEP 1 Introduce the acting style of Melodrama. Explore the bold characteristics. Introduce the typical characters of this genre. Teacher baseline assessment of knowledge and understanding of genre. Exaggerated movement · Solo work</p> <p>Week 2: Introduce students to melodramatic plot synopsis. Develop improvisation skills. To put into practice bold acting style. Film trailers · Use of dialogue within film trailers plot</p> <p>Week 3: Introduce students to Melodrama text work, to develop reactions to text work, to apply into bold acting style with text work.</p> <p>Week 4: Develop further the bold, representational acting style. Link together a</p> | <p>Half term 5 Topic Mime and Tableaux</p> <p>Content breakdown: Week 1: DEP 2 Basic rules of drama re-capped Measure learning and understanding of mime. Mime and exaggerated movement. Working individually and in pairs</p> <p>Week 2: Use the story of King Midas to give a focus and further develop their reading/ listening skills. Introduction to Greek Myths</p> <p>Week 3: Use human masks to develop facial expressions. Introduce the concept of dramatic tension. Continue using the theme ‘be careful what you wish for’.</p> <p>Week 4: Build believable characters and relationships (Considering use of space, levels and eye contact to show relationships).Character</p> | <p>Half term 6 Topic Ernie's continued... and Silent Movie</p> <p>Content breakdown: Week 1: DEP 3 Ernie's lesson 6 assessment. End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment</p> <p>Week 2: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment Assessment of responding skills Giving feedback to students and setting future targets</p> <p>Week 3: Silent Movie 1: Explore the genre of Silent movie. Incorporating mime, exaggerated movement to create a silent</p> |

series of freeze frames. Introduce students to a silent movie. Devising theatre from a stimulus. Looking at what a moral means within a story

Week 5: Re-cap and work towards assessment performances. This week given to prepare for assessment.

Week 6: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment.
Assess students understanding of the genre of Melodrama.

Week 7: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment

development centred around theme “Be Careful What you wish for”. To relate the King Midas story to their own lives, so they can understand the relevance.
Preparation for assessment lesson.

Week 5: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment

Week 6: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment

movie comedy effect.

Week 4: Develop how to move in slow motion and develop exaggerated movement.

Week 5: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment

Week 6: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment

Week 7: End of year review/ summary/ reflection/ awards/ rewards

HW Title: Silent movie rehearsal project
HW length: 60 mins