



What I will know and understand by the end of Year 7.

This year in Drama we will be learning:		This links to:	Key Vocabulary:	
1	<p>The Skills of An Actor - Vocal and Physical skills.</p> <ul style="list-style-type: none"> The use of vocal skills in performance; pitch, pace, projection, accent, tone, intonation and emphasis. The use of physical skills, including Gesture, Gait, Facial Expressions and Posture. The impact of physical and vocal skills in performances and the effect these actors skills have on an audience 	<p>The actors essential tools are the voice, body, and imagination, which are used when crafting a character or performance. Both vocal and physical communication skills are important in everyday life. As students grow, their communication skills grow, this work links into all elements of college life in which you must present yourself or communicate with others.</p>	<ul style="list-style-type: none"> Pace, Pitch, and Projection Accent Tone Intonation and emphasis 	<ul style="list-style-type: none"> Gesture Gait Posture Facial expression Communication Audience.
2	<p>Crash My Community- Trust and Collaboration work.</p> <ul style="list-style-type: none"> How to work collaboratively with their peers, sharing ideas. Trust work and the importance of trusting your performance groups. Sense of identity, purpose and responsibility in the community. Imaginative storytelling and developing characterisation, interacting with their teacher 'in role'. Developing opinion and debating skills. 	<p>Students will learn how to work as an ensemble, working effectively with their peers. Drama is a collaborative art form and students will develop their imaginative storytelling, working as a community, trusting one another. Communication skills learnt in the previous scheme will be developed; expressing opinion and debating with others.</p>	<ul style="list-style-type: none"> Collaboration Trust Community Imagination Storytelling 	<ul style="list-style-type: none"> Characterisation Teacher 'in role' Opinion and debate
3	<p>The Beginning of Drama – Greek Theatre</p> <ul style="list-style-type: none"> Developing an understanding of the origins of Drama in Ancient Greece. Collaborative working and how to engage in group work through exercises, and trust work. The vocal and physical skills needed for choral speaking. 	<p>Students will delve into the history of drama and its origins in Ancient Greece. They will explore the styles of Greek Theatre, but also utilise the skills fo the actor from the first term, in collaborative vocal work exploring the role fo the Greek Chorus.</p>	<ul style="list-style-type: none"> Collaboration Chorus Refrain Unison 	<ul style="list-style-type: none"> Synchronisation Amphitheatre Origins of drama
4	<p>The Performance Space</p> <ul style="list-style-type: none"> Understand the actor's work space: the stage including the areas of the stage and stage directions. The different staging configurations and the positioning of the audience. The importance of spatial relationships on stage. 	<p>Students will draw upon their previous performance experience. They will develop their knowledge of the stage as a performance space learning key terminology and vocabulary used by playwrights, directors, and performers. Understanding and using stage directions is essential in the next scheme 'Scripted Performance'.</p>	<ul style="list-style-type: none"> Staging and Sage directions. Spatial Relationships Direction 	<ul style="list-style-type: none"> Staging configurations Thrust, Traverse, In the Round and Promenade, End on and Proscenium Arch
5	<p>Scripted Performance</p> <ul style="list-style-type: none"> Introduction to and performance development of three script extracts. Understanding the importance of character development through context, text and sub-text. The importance of research and how this affects your interpretation of and performance of a character. Learn about the playwrights' intentions, context, style, period, genre and themes. 	<p>Playwrights express a societal need to question and understand the world in which we live in, and we will explore texts that our culturally different. Scripts explore social, historical, and cultural elements through context and characters. 'The Skills of an Actor' will be used here to make believable and relatable characters come to life.</p>	<ul style="list-style-type: none"> Characters Plot Dialogue Text and sub-text Interpretation Research 	<ul style="list-style-type: none"> Contextualisation Characterisation Genre, period, social, cultural and historical context.
6	<p>Devising Drama</p> <ul style="list-style-type: none"> Devising skills using stimulus and improvisation Further developing acting skills through improvisation exercises. The use of 'Freeze Frames' and 'Inner Thoughts'. Dramatic intentions; research and the selection, rejection, and development of material to achieve dramatic intentions. 	<p>An opportunity to develop skills learnt throughout the year in a final practical devising drama assessment. Using character development skills developed through the scripted unit. Devising relies on creativity, confidence, and performance skills. Students will be working towards this unit throughout Year 7. Developing these essential skills.</p>	<ul style="list-style-type: none"> Devising Stimulus Improvisation Dramatic Intentions 	<ul style="list-style-type: none"> Freeze Frame Inner Thoughts Collaboration Groupwork
Target Grade:		AP1:	AP2:	AP3: