



Year Group	Year 7					
Subject intent	The Drama curriculum focuses on helping students to acquire the required skill set needed to develop as an actor. It also addresses the transferable life skills needed for success such as leadership, team work and public speaking. Students are equipped with the knowledge, insight and techniques to explore key theatre practitioners, play texts and develop creativity through devised drama and exploration of set texts. The curriculum nurtures and emphasises the importance of imagination, confidence whilst equipping them with the knowledge and understanding that prepares students for GCSE and A Level courses.					
Subject Implementation	Autumn 1 Darkwood Manor	Autumn 2 Silent Movie	Spring 1 Roald Dahl	Spring 2 Mystery project	Summer 1 Greek Theatre	Summer 2 Myths and Legends
Knowledge	Students acquire knowledge of basic drama skills including vocal and physical techniques. <ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Suspense</li> <li>• Thought-tracking</li> <li>• People as Props</li> <li>• Soundscape</li> </ul>	Students are taught about the conventions of Silent Movies to further develop their use of physical skills and develop their capacity for physical comedy. <ul style="list-style-type: none"> <li>• Mime</li> <li>• Melodrama</li> <li>• Slapstick</li> </ul>	Through the use of some of Dahl's well-known stories and characters Students acquire tools and techniques to develop their characterisation. <ul style="list-style-type: none"> <li>• Hot-seating</li> <li>• Stage business</li> <li>• Chorus</li> <li>• Call and response</li> </ul>	Students acquire knowledge of the roles and processes involved in the Theatre and develop their understanding of key production elements. <ul style="list-style-type: none"> <li>• Director</li> <li>• Designer</li> <li>• Set</li> <li>• Lighting</li> </ul>	Students are taught about the features of Greek Theatre with a focus on its influence on contemporary theatre. <ul style="list-style-type: none"> <li>• Mask</li> <li>• Chorus</li> <li>• Narrator</li> <li>• Staging</li> </ul>	Students must use the knowledge acquired throughout the use to develop a clear and engaging piece of Drama based on a Myth or Legend. <ul style="list-style-type: none"> <li>• Dramatic structure</li> <li>• Devising</li> <li>• Breaking the fourth wall</li> </ul>
Skills	Group work Leadership/directing Active listening Constructive critique	Group work Leadership/directing Active listening Constructive critique	Group work Leadership/directing Active listening Constructive critique	Group work Leadership/directing Active listening Constructive critique	Group work Leadership/directing Active listening Constructive critique	Group work Leadership/directing Active listening Constructive critique



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<b>Subject Impact</b>	Students are able to identify and use a range of basic drama techniques to create their own dramas. They have developed an understanding of how to create atmosphere and tension.	Students are able to use physical skills with more confidence and have developed their capacity for physical comedy.	Students are able to portray characters with more depth and detail.	Students are able to identify key roles and processes in the Theatre industry and have enhanced their technical vocabulary.	Students are able to reflect on the function and purpose of Theatre within society. They are able to refine their choral work and use of physical skills.	Students are able to use a range of techniques with clarity and confidence to tell a story to an audience.
<b>Assessment</b>	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)	Formative assessment (practical)	Formative assessment (practical) Summative assessment (written)