

## Drama – Year 7 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	<b>Lights, Camera, Action Greatest Show</b>	<b>Bugsy Malone</b>		<b>Darkwood Manor</b>	<b>Theatre History</b>	<b>Room 13</b>	<b>Careers</b>
<b>Year 7</b>	<p>Introduction to drama through story telling and devising.</p> <p><b>Acting skills :</b> Facial Expression, Body language, Gestures, Pace, Movement, Projection, Tone, Pitch.</p> <p><b>Drama Techniques:</b> Still image, Thought Track, Narration, Flashback/Flash forward, Ensemble, Improvisation, Stimulus, Teacher in role, hot seating.</p> <p><b>Drama Terminology:</b> Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work, patience.</p>	<p>Exploration of the musical Bugsy Malone.</p> <p>During this introduction to script work students have the first sense of being able to re-create other characters who have different personalities and have differing back stories. They will be expected to work in various group sizes from two to a whole class ensemble within non friendship dynamics. They will be encouraged to challenge others ideas and give their own creative and imaginative ideas.</p> <p><b>Acting skills :</b> Facial Expression, Body language, Gestures, Pace, Accent, Volume, Tone, Pace, Pitch.</p> <p><b>Drama Techniques:</b> Still image, Narration, Ensemble, Script. Duologues, rehearsal.</p> <p><b>Drama Terminology:</b> Communication, Time Management, Stage configurations, Stage positions, entrances and exits, team work, compromise.</p>		<p>Development of skills through the exploration of the haunted Darkwood Manor.</p> <p>During this SOW, students will engage in the art of theatre making using devising processes, techniques for performance and character development activities. Students will participate in understanding new style and genre of theatre and applying this to the disciplines of storytelling and role play. Students will also explore communicating meaning through their use of movement.</p> <p><b>Acting skills :</b> Facial Expression, Body language, Gestures, Pace, Movement, Accent, Volume, Tone, Pace, Pitch.</p> <p><b>Drama Techniques:</b> Still image, Thought Track, Narration, Flashback/Flash forward, Physical Theatre, Ensemble, Improvisation,</p>	<p>Explore the historical, social and political context of drama and theatre, along with its styles and genres.</p> <p>Students understand how theatre has evolved over the centuries into how theatre is now devised and written, exploring performance technique and skill.</p> <p>Students will participate in a number of explorative activities, where they will broaden their understanding of basic performance technique such as ensemble, to new context following the principles of three different theatre histories.</p> <p><b>Greek Theatre:</b> Amphitheatres - large outdoor, circular performances spaces built into hill sides. Masks – to represent character/emotion, exaggerated features.</p>	<p>Exploration of the play Room 13 by Joe Standerline.</p> <p>During this exploration of Room 13 the students will be engaged with understanding the craft of using a script to its fullest potential. Students will continue the etiquette of being an audience member, to creating drama to then performing the script with some moments of devising. The understanding of the discipline is through reading the script and students responding creatively using the skills essential to rehearse and perform imaginative and believable performances.</p> <p>Students will be encouraged to work independently, in groups and as an ensemble when rehearsing the skills taught. Clear communication, listening and problem solving skills will continue</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 7 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal. An example of this is in Term 2 when students have the opportunity to see a pantomime at Leeds Grand Theatre. This will allow students to see first-hand how some of the different job roles we have discussed in lessons work together to create a final piece.</p> <p>During Term 2, students will gain a deeper insight unto job roles such as a choreographer, director and designer as they create their own versions of extracts of the well-known musical. Here they will discover the range of skills needed to be successful at these jobs.</p>

**Dance Terminology:** Pathway, Dynamcs, Repetition, Motif, Unison, Choreograph.

Stimulus, Teacher in role, hot seating.

**Drama Terminology:** Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work and patience.

**Physical Theatre:** Using movement skills and body to represent an object, mood, or theme. Taking on characteristics which represent the stated.

**Abstract Theatre:** Theatre which defies the ideas of 'normal' every day life.

Choral Speaking – Verses spoke by ensemble.  
 Tragedy - Greek tragedies were very serious plays with a moral lesson. They usually told the story of a mythical hero who would eventually meet his doom because of his pride.  
 Comedy - Comedies were more light-hearted than tragedies. They told stories of everyday life and often made fun of Greek celebrities and politicians.

**Commedia Del' Arte:** translates – the craft of Comedy.  
 Stock Characters – all represented by mask.  
 Themes – Love, Hunger, Money.  
 Born in Italy in the 17th Century.

**Acting skills :** Facial Expression, Body language, Gestures, Pace, Movement, Accent, Volume, Tone, Pace, Pitch.

**Drama Techniques:** Still image, Thought Track, Narration, Flashback/Flash forward, Physical Theatre, Ensemble, Improvisation, Stimulus, Teacher in role, hot seating.

to be an essential part of this exploration of the script to allow the students to become confident disciplined spectators and performers.

**Acting skills :** Facial Expression, Body language, Gestures, eye contact, Pace, Movement, Projection, Tone, Pace, Pitch, Volume.

**Drama Techniques:** Still image, Thought Track, Narration, Flashback/Flash forward, Ensemble. Improvisation, Stimulus, Teacher in role, Role on the wall, soundscape.

**Drama Terminology:** Communication, Time Management, Stage configurations, Stage positions, Stage directions, entrances and exits, Mood and tension, characterisation, team work and patience.

During Term 6, the exploration of a script gives students the opportunity to see the role of a playwright and give them the opportunity to take on a director's role to take a play from page to stage.

				<p><b>Drama Terminology:</b> Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work, patience.</p>		
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