



Drama

Key Stage 3 Framework for Learning

Year 7 2016-2017: Future Foundations

First 2 weeks	
Knowledge	Cosmic: Intro to Drama words and key skills
Skills	Character development, tableaux, and appropriate physical and vocal techniques.
Assessment	
Reward & enrichment	Visit Jodrell Bank Discovery Centre Visit Museum of Science and Industry
Character	
Autumn 1	
Knowledge	Darkwood Manor: Tension and Atmosphere and performance skills
Skills	Creating and sustaining a character. Intro to teacher in role. Physical Theatre. Working in Role. Creating Dramatic Tension. Prepared and spontaneous improvisation.
Assessment	Class Assessed performance of the creation of Mrs Brown and Darkwood Manor Sustaining Character Physical Theatre Building tension and Atmosphere. Awareness of audience Grades E,F,G
Reward & enrichment	<i>Bear Hunt, Chocolate Cake & Bad Things</i> Exhibition at Z-Arts Visit Dunham Massey house and gardens Take part in school musical
Character	QofS – Optimism CV – Democracy Embrace challenges of working with new people to create tension and atmosphere on stage. With close focus on ensemble based work pupils will identify the skills they need in order to successfully negotiate and work as part of a team; preparing to succeed for their creative development in Drama.
	
Autumn 2	
Knowledge	Sparkleshark: Debate, problem solving, bullying and identity
Skills	Debating, creating character. Exploring Identity. Working in Role. Teacher in Role. Defining Space. Prepared and spontaneous improvisation. Script reading and interpretation.
Assessment	Class assessed Scripted performance of section from Sparkleshark Exploring relationships and issues. Co-operation and communication of ideas. Creating and sustaining believable character that is clearly different. Interpreting and presenting a script, learning lines. Grades E,F,G
Reward & enrichment	<i>Breaking The Code</i> at The Royal Exchange Watch/take part in school musical Watch/Take part in CHAT:SS Year 7 Theatre Trip
Character	QofS – Empathy CV – Solidarity, Caring for Others, Equality, Equity



	<p>High up on a tower block roof, Jake writes magical and fantastic stories in secret to hide from bullies. This scheme of work will allow pupils to recognise that empathy is an essential part of Drama. They will learn how we use empathy, honesty and maturity both as actors and as responsible members of society while we look at the tragic effects of bullying. The themes and issues in the script will draw out emotional literacy and understanding of equality through embracing and empowering difference.</p>	
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Spring 1

Knowledge	Other Cultures: Exploring British Culture	
Skills	Identity. Ensemble work for whole class performance. Learning Lines. Prepared Improvisation.	
Assessment	Class Assessed performance of the positives and negatives of British culture To be able to use a variety of Drama techniques such as narration, mime and movement. Understanding audience and changing performance to suit them. Grades D,E,F,G	
Reward & enrichment	Attend Local Football Match/sports event Visit National Football Museum Visit Manchester Art Gallery	
Character	QoS – Creativity & Curiosity CV – Openness Exploring British and other countries will allow pupils to share their own cultural identity through open discussion and their creation of drama performances. We will explore ‘Who is Britain?’ and use curiosity and creativity to explore and celebrate diversity in the UK.	

Spring 2

Knowledge	India: Exploring Indian culture both historical and modern	
Skills	Ensemble work for whole class performance. Learning Lines. Narration. Monologue.	
Assessment	Class Assessed performance of Indian culture To be able to use a variety of Drama techniques such as narration, mime and movement. Understanding audience and changing performance to suit them. Working with symbolism. Exploring Challenging issues. Grades D,E,F,G	
Reward & enrichment	<i>Living Cultures</i> at Manchester Museum Visit World Museum, Liverpool	
Character	QoS – Responsibility & Reflection CV – Honesty & Social Responsibility Building on our exploration of Local and National issues we now explore Global responsibility as pupils’ reflect on the effects that Western consumerism has on child labour and sweat shops in India. We will also celebrate the beautiful country and its diversity, arts and culture while devising a whole class performance using independent learning and teamwork to create a piece of theatre. Pupils will be responsible for learning lines and remembering directions as well as having the opportunity to perform their own monologues.	

Summer 1

Knowledge	Comedy: Mask and Mime Silent Movie	
Skills	Physical Comedy. Rules of Mask. Mime. Farce/Slapstick.	
Assessment	Class Assessed performance of Trestle Mask and Mime Correct Movement skills. Using Music effectively. Recognition of different style and genre of performance.	



	Representation of clearly defined character. Grades D,E,F,G
Reward & enrichment	Comedy trip to cinema/theatre
Character	<p>QofS – Practice & Resiliency CV – Self-Help</p> <p>Physical skills and comedy will be developed while working on Mask and Mime. Practice is an essential part of the rehearsal process and setting high expectations for personal improvements. With very specific rules of mask, pupils will have to be resilient when learning from mistakes while staying motivated to practice and improve.</p> 
Summer 2	
Knowledge	Crash Landing: Fantasy Adventure
Skills	Exploring fantasy. Sustaining character. Sustained improvisation. Working in Role. Teacher in Role.
Assessment	Class Assessed performance of a developed and sustained character surviving on a desert Island Thinking Deeply about characters. Using correct vocal and movement skills. Assessing the importance of developing and improving performances. Grades D,E,F,G
Reward & enrichment	Manchester Art Gallery Creative Writing experience- From Image to Text
Character	<p>QofS – Motivation CV – Self-Responsibility</p> <p>We will explore the need for self-responsibility in a difficult situation, problem solving and teamwork. While working in role pupils will explore the skills needed to stay motivated and be responsible. Identifying character traits is transferred in 'everyday' situations and through the use of empathy the participants will evolve their personal understanding of the subject.</p> 