

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1	Characterisation and introduction to performing Pupils will learn a variety of skills and techniques that are required when creating characters and presenting work to an audience. They include: <ul style="list-style-type: none"> • Characterisation • Hot seating • Role on the wall • Vocal skills • Physical skills • Blocking 	Pupils will be given regular verbal feedback from both their teacher and peers. Pupils will complete a key topic test in which they perform a short-devised role play. Pupils will also complete a small expert knowledge test, checking their understanding of key words.	Why do we teach it? We teach this unit as it acts as an introduction to performing. Pupils learn how to create characters and use their vocal and physical skills to communicate meaning. We also look at how to block a scene. These are composite skills we expect to see used in every Drama performance from hereon in. This prepares pupils for all GCSE units. Why do we teach it here? Pupils often come to us in year 7 with very little experience of Drama. Creating characters, using vocal and physical skills to communicate meaning and blocking are all fundamental Drama skills. Once pupils have mastered these we tend to see a big upward increase in progress. Knowledge: Declarative: Definitions of vocal skills, physical skills. Procedural: How to use vocal skills, physical skills, drama techniques, characterisation, blocking. Disciplinary: Analysing Drama	Reading: Reading progress homework-performing in different stage spaces. Oracy: Verbalising evaluations using sentence stems. Learning how to work in a group-communication, negotiation, problem solving. Learning how vocal skills can communicate meaning. Vocabulary: <ul style="list-style-type: none"> • Use of glossaries and SEEU model • Expert knowledge test.

<p>Autumn</p> <p>Half Term 2</p>	<p>Evacuees-Devising skills</p> <p>Pupils will learn how to use Drama strategies to enhance their devised work and communicate meaning</p> <ul style="list-style-type: none"> • Monologue • Cross Cutting • Still Image • Thought Track • Responding to a stimulus • Writing in role 	<p>Pupils will be given regular verbal feedback from both their teacher and peers.</p> <p>Pupils will be assessed on a key topic test in which they devise a short role play and complete a short written test.</p>	<p>Why do we teach it?</p> <p>This unit is taught through both a Drama perspective and an SMSC (Spiritual, Moral, Social, and Cultural) framework, with significant cross-curricular connections to History. It is used to introduce pupils to explorative strategies that can be used to devise interesting pieces of Drama. Prior to this the pupils will have created role plays but not focussed on the drama strategies they can use to create interesting and creative pieces. The use of strategies will ensure that at GCSE pupils can access the higher grades. Pupils also learn what a stimulus is and how to respond to one. This unit prepares pupils for GCSE Unit 1.</p> <p>Why do we teach it here?</p> <p>This is the first unit on devising and acts as an introduction. It follows on well from an introduction to performing and pushes pupils up to the next level. Pupils are able to build on their characterisation skills for example when asked to write in role.</p> <p>Knowledge:</p> <p>Declarative: Definitions of Drama techniques, Facts about the Blitz and evacuees.</p> <p>Procedural: How to use Drama techniques, recapping blocking and characterisation.</p> <p>Disciplinary: Analysing their work and that of others</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading progress homework: Read Marys Letter- a real evacuee letter from WW2. • Teacher models reading fluency. <p>Oracy:</p> <ul style="list-style-type: none"> • Structured pair talk discussing their interpretation of Mary in the letter. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Use of Glossaries and SEUU model.
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<p>Spring</p> <p>Half Term 3</p>	<p>Introduction to scripts</p> <p>Pupils will learn how to approach staging and interpreting a script</p> <ul style="list-style-type: none"> • Blocking • Entrances and Exits • Stage Directions • Stage Areas • Interpretation • Recapping characterisation 	<p>Pupils will be given regular verbal feedback from both their teacher and peers.</p> <p>Pupils are assessed on their performance of a scripted scene in a key topic test.</p> <p>Pupils will also complete a expert knowledge quiz on key words and stage areas.</p>	<p>Why do we teach it?</p> <p>In GCSE Drama there is a strong focus on scripted skills. We find that pupils need teaching how to read and interpret a script as they have very little prior experience of it. Performing a script has very different demands to performing an improvisation or devised piece.</p> <p>Why do we teach it here?</p> <p>We feel that every year group should experience using scripts so that by KS4 pupils are confident in their use. This unit prepares pupils for GCSE units 1 and 3. Pupils are also able to practice and develop their characterisation skills from earlier in the year.</p> <p><u>Knowledge</u></p> <p>Declarative: Learning the correct terms for stage areas, learning what interpretation is</p> <p>Procedural: How to use vocal skills, physical skills, drama techniques, characterisation, blocking, interpretation and stage directions</p> <p>Disciplinary: Analysing Drama</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading scripts outloud and consideration of prosody. • Teacher models reading fluency • Explore scripts via echo reading and choral reading <p>Vocabulary:</p> <ul style="list-style-type: none"> • Use of glossaries and SEEU model • Unpicking and understanding Shakespearean language • Expert knowledge test. <p>Oracy:</p> <ul style="list-style-type: none"> • Group discussions on strengths and areas for development using talk tactics • Discussing ideas for setting Macbeth in a modern context
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<p>Spring</p> <p>Half Term 4</p>	<p>Theatre Evaluation Skills</p> <p>Pupils will watch a series of short extracts from performances and learn how to analyse and evaluate the work of others.</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> • How to structure an evaluation. • The difference between analyse and evaluate. <p>How vocal and physical skills can communicate meaning.</p>	<p>Assessment and Feedback</p> <p>Pupils will be assessed on a short presentation which analyses and evaluates a performance.</p>	<p>Why do we teach it?</p> <p>Analysing and evaluating drama is incredibly important—not only does it help pupils become more self-aware in their performances, but it also deepens their understanding of character, intention, performance skills and storytelling. Through reflection and critique, pupils learn to identify strengths and areas for improvement, both in their own work and in the work of others. This process fosters critical thinking and encourages a more thoughtful and intentional approach to performance. These are fundamental drama skills and link to Unit1 and Unit 3 at GCSE.</p> <p>Why do we teach it here?</p> <p>Declarative: What analyse and evaluate mean</p> <p>Procedural: How to analyse and evaluate</p> <p>Disciplinary: Analysing and evaluating</p>	<p>Reading: Read a job advert for that of a theatre critic and answer comprehension questions.</p> <p>Vocabulary: Use of SEUU model and glossaries.</p> <p>Oracy: Pupils will create a presentation in which they deliver a short theatre evaluation as a presentation (1 paragraph)</p> <p>Use of concept cartoon.</p>
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<p>Summer</p> <p>Half Term</p> <p>5</p>	<p>Knife Crime-Learning through Drama</p> <p>Pupils will learn through Drama in addition to learning about Drama. This unit has strong links to PSHE and the lifeskills curriculum.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • The risks associated with carrying a knife • Key aspects of the law regards carrying a knife • What joint enterprise means • The emotional impact of carrying a knife on yourself, friends and family members. • What forum theatre is <p>Pupils will recap thought tracks, still image, hotseating, teaching in role</p>	<p>Assessment and Feedback</p> <p>Pupils will complete their KSA in this half term. (Knowledge)</p> <p>Pupils will also complete a key topic test in which they will be assessed on a short devised performance.</p>	<p>Why do we teach it?</p> <p>This is a cross curricular scheme of work where pupils both learn through Drama and about Drama. It is important that young girls learn about the dangers of knife crime at an early age before they may be exposed to this type of crime and get make informed choices.</p> <p>Why do we teach it here?</p> <p>Largely the new learning will be lifeskills based during this topic. Pupils at this point in the curriculum have the ability to devise a piece and drama and have the opportunity to practice and hone their devised drama skills.</p> <p>Knowledge:</p> <p>Declarative: Pupils will learn what forum theatre is. Pupils will learn what is meant by joint enterprise, they will learn what the law is regards carrying a knife and the risks and emotional impact of carrying a knife.</p> <p>Procedural: Pupils will learn how to use forum theatre.</p> <p>Disciplinary: Analysis of their own and others work</p>	<p>Reading: Read an article about joint enterprise</p> <p>Vocabulary:</p> <p>Use of SEEU model and glossaries</p> <p>Oracy:</p> <p>Discussion on the quote "Knife crime should be treated as a disease" using talk tactics.</p> <p>Structured pair talk on why people carry knives.</p> <p>Use of concept cartoon.</p>
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<p>Summer</p> <p>Half Term</p> <p>6</p>	<p>Roald Dahls-The Witches-Scripted skills</p> <p>Pupils will develop their characterisation skills and their ability to use rehearsal methods in order to be able to successfully perform a scripted extract.</p> <ul style="list-style-type: none"> • Characterisation • Thought Tunnel • Improvisation • Leading with Body parts • Off text improvisation • Stagger through • Speed run 	<p>Assessment and Feedback</p> <p>Pupils will gain feedback on their KSA's this half term.</p> <p>Pupils will receive regular teacher and peer feedback on their characterisation skills during this unit of work.</p> <p>Pupils will also complete a small expert knowledge test, checking their understanding of key words.</p>	<p>Why do we teach it?</p> <p>The first few lessons build on from the first unit on characterisation and allow pupils to practice their characterisation skills. Pupils also learn rehearsal techniques which prepares them for unit 1 at GCSE.</p> <p>Why do we teach it here?</p> <p>Pupils get the opportunity to hone the skills learned previously this year by developing characterisation, devising off text work and rehearsing and performing a script which is more challenging than the previous.</p> <p>Knowledge:</p> <p>Declarative: Learning the definitions of rehearsal methods</p> <p>Procedural: Learning how to use the rehearsal methods</p> <p>Disciplinary: Analysis of their own and others Drama, script analysis.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Pupils are encouraged to consider prosody as they read and perform scripts. Strategies used will include: echo reading and choral reading. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Knowledge expert quiz on key vocab. • Use of glossaries and SEUU models. <p>Oracy:</p> <ul style="list-style-type: none"> • Pupils use sentence stems to give each other high quality feedback. • The use of voice 21 summary bullseye.
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