



# Year 7



<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
<b><u>Devising from a stimulus</u></b> Learning and practicing the basic skills for creating and performing	<b><u>Detectives</u></b> Developing the basic skills and learning explorative techniques in a fictional detective's plot.	<b><u>Lizzie Borden</u></b> Exploring non-naturalistic and stylised theatre through nursery rhymes, a true story and the genre of horror.
<i>No formal assessment in this Unit</i>	<b>Performance Marked</b>	<b>Performance Marked</b>

Links to Catholic Pupil Profile	<p>Our students will learn to be <b>compassionate and loving</b> through the study of character's backgrounds, experiences and lives. Our students will be pushed to not judge people superficially but to explore why they are the way they are.</p> <p>Our students will be <b>learned and wise</b> through continuous assessment and feedback, being pushed to achieve their full potential in a supportive environment where making mistakes is a vital part of the learning process.</p> <p>Our students will be <b>curious and active</b> as they explore the lives of others, both those who are like us and those who are not, both fictional and non-fictional. The stories we create and learn about capture our student's imagination.</p>
Building on prior learning	Building on imagination that will have been developed from Primary School, and knowledge of the basic elements to create a story from Year 6 English.
Wealth Words	Describe, Evaluate, Detail Facial expressions, Gestures, Posture, Stance, Movement, Pitch, Pace, Pause, Tone, Diction, Accent, Volume
Cross curricular links	<b>Citizenship</b> – The range of stimuli presented in Unit 1, allows the students to explore themes such as bullying, racism, discrimination, friendships, families and many more. <b>English</b> – Analysis and Evaluation. Understanding character development and language.
Enrichment and Extracurricular opportunities	Theatre trips, Drama club and school shows.
Positive impact on personal development (SMSC)	Exploring other cultures through stories. Developing spiritual side of students through discussions on social issues. Exploring moral judgements by putting ourselves in others' shoes. Exploring our own culture and others' culture compassionately through linking theatre with film, television, and history.
Links to next year	<p>Performance skills will be built upon in Year 8, both practicing and adding to them. Performance conventions and techniques will be added and built upon.</p> <p>A play will be studied in Year 8 (Noughts and Crosses), and the skills learnt in Year 7 will contribute to the analysis of characters.</p> <p>Students will read the Noughts and Crosses novel in their designated reading time.</p>



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Unit of work	Brief description of unit	Big Question	Small Questions	Assessment opportunities
<b>Unit 1</b> <i>Devising from a stimulus</i>	Learning and practicing the basic skills for creating and performing	<b>What is Drama?</b> What is devising? How do I devise from a stimulus?	How do Drama activities help develop my communication skills? How do I devise from a stimulus? How can I use my vocal and physical skills to create a believable character? How do I use theatrical techniques to develop my work? How can I create a performance based on the themes explored in a song? Why is it important to consider the aims and objectives of a piece? What does a performance need to be successful? How do I analyse another person's performance?	No formal assessment in this unit. Students will have small performances most lessons
<b>Unit 2</b> <i>Detectives</i>	Developing the basic skills and learning explorative techniques in a fictional detective's plot.	How do I create a performance with a specific purpose?	How do I use information given to create a performance? What is hot seating and how can I use this to develop my characterisation? How can I use new evidence and role on the wall help create an engaging performance? How can I use a flashback to help discover more information on Rosie's case? How can I use a flashback to help discover more information on Rosie's case?	Final assessment of learning at end of Unit – marked. Students will have small performances most lessons
<b>Unit 3</b> <i>Lizzie Borden</i>	Exploring non-naturalistic and stylised theatre through nursery rhymes, a true story and the genre of horror.	How do I successfully create a sinister atmosphere in a performance?	What is choral speech and how do I use this to create a sinister atmosphere? How can I use facts to create an accurate piece of drama? How do I create a successful movement sequence? How do I build tension within a performance? What are soundscapes and how are they used within a non-naturalistic performance? How will I create a high-quality performance of Lizzie Borden's story?	Final assessment of learning at end of Unit – marked. Students will have small performances most lessons