

Subject: Drama

Year 7

Learning Block 1	
KNOWLEDGE	<p>Mime (non-verbal communication) Introduction to Drama and Non-Verbal Communication</p> <ul style="list-style-type: none"> An introduction to the basics of Drama looking at how non-verbal communication (mime) is like an actor's artist pallet. Looking at the work of Charlie Chaplin. Key movement acting skills: Facial expression/gesture/body language/levels.
SKILLS	<p>In Drama students will learn to develop their skills in by focusing on a variety of tasks that are process (rehearsing) and product (performing) based. The skills are in the following 4:</p> <ul style="list-style-type: none"> Rehearsing/developing. Acting skills development (voice and movement). Performing. Evaluation. <p>These skills will enable students to take part in a final assessment. This is usually in the form of a performance to the whole class with sound and lighting. Students will also look at Health and Safety when working in a practical setting. This will develop their confidence and ability to understand how to correctly use appropriate rehearsal and performance techniques within small groups.</p> <p>KEY WORDS Facial expression, body language, levels, gesture, emotion, movement, character, non-verbal communication, concentration, control, co-operation, eye contact, freeze frames, imagination, creativity, role/s, silent movie, Charlie Chaplin, actor, warm ups, rehearsal technique, acting technique.</p>
ASSESSMENT	<p>Students' assessment in Key Stage 3 mirrors that of the assessment of Key Stage 4 so that students are familiar with the rigor and demands placed upon them should they continue through to the full GCSE course:</p> <ul style="list-style-type: none"> Rehearsing/developing (scripted plays and devising plays). Acting skills development (voice and movement). Performing to various audiences. Evaluation and developing action plans for improvement. <p>Marks are given for both rehearsing and performing and the general theory of 60% performance work and 40% for rehearsing and evaluating is the same for KS3. Acting skills development are heavier than rehearsing and developing. The marks awarded for evaluation and developing action plans are more valuable than research.</p>

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Learning Block 2

KNOWLEDGE	<p>Shakespeare</p> <ul style="list-style-type: none"> • The basics of voice. • Looking at how pace, tone, projection, accent, dramatic tension and level makes characters more believable.
SKILLS	<p>Having looked at the basics of movement, students are now introduced to 'spoken language' on stage and how to develop the voice for performance. As well as keeping momentum of facial expression, gesture, body language and levels, students are now introduced to:</p> <ul style="list-style-type: none"> • Pace • Tone • Gesture in voice • Dramatic tension • Stage directions • Accent • Pausing for effect
ASSESSMENT	<p>Assessment for this unit will consist of:</p> <ol style="list-style-type: none"> 1. Understanding and rehearsing using an extract from one of Shakespeare's plays. 2. Understanding, rehearsing and performing a short script to camera.

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Learning Block 3

<p>KNOWLEDGE</p>	<p>Characterisation</p> <ul style="list-style-type: none"> • Looking at rehearsal strategies and how to develop a character to make it believable. • Researching different genres and creating believable characters as using improvisation and method acting (Stanislavsky). • Developing a script from stimuli using improvisation and devising techniques.
<p>SKILLS</p>	<p>The premise for this unit is that students begin to work independently within small groups to develop their own performance. The emphasis is on process rather than product and how the students work together as a team to create original work and characters.</p> <p>Performances will be shared at the end of the project and a strong focus will be on evaluating the strengths and weaknesses of the process. This links to criteria for KS4 courses – students need to understand the process an actor goes through to create work on stage. From start to finish, students will be developing the following skills:</p> <ul style="list-style-type: none"> • Choosing suitable material • Planning and structuring drama work • Rehearsal techniques such as hot seating, blocking out, writing in role, brainstorming, researching • Concentration, voice and movement exercises • Using stage directors effectively • Improvisation • Flashback • Thoughts in the head • Cross-cutting
<p>ASSESSMENT</p>	<p>The focus will be on preparing a performance, sketch or script that has been developed by the students. They will work on structuring their plays and ways to develop ideas in practice.</p> <p>The final assessment will be performed in the school hall to an audience of their choice, or their form.</p>

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Learning Block 4

<p>KNOWLEDGE</p>	<p>Scripted Plays</p> <ul style="list-style-type: none"> • How to correctly use the stage. • Experiments with various techniques and looking at how other actors are successful in entertaining their audiences. • How to correctly use a script. • How to develop a character and be creative.
<p>SKILLS</p>	<p>Students will be given a full script to study and will spend time learning about the key principles of reading scripts. They will become more confident in reading as well as listening to others interpretation of a scripted play.</p> <p>Skills are focused on these 4 key areas:</p> <ol style="list-style-type: none"> 1. Understanding of key themes/plot structure. 2. Ability to bring the story to life through voice skills. 3. Understanding of the written structure of a play. 4. Awareness and ability to bring a scene to life on stage.
<p>ASSESSMENT</p>	<p>Assessment will take place during reading of the play and students will be required to answer specific feedback on their understanding of the 4 key areas. They will also be required to choose a section from the play to prepare, rehearse, adapt and perform in front of their form. Evaluation will focus on setting targets for their year 8 strengths and weaknesses sheet.</p>