



## Year 7 Introduction to Drama

## Term 1

### Aims:

- To understand the collaborative nature of Drama and the need for team work
- To be able to work both independently and as part of a group
- To begin building the skills needed to study drama successfully
- To explore and use drama strategies in work to enhance a piece of drama
- To develop an understanding of how drama can help us to explore issues and find solutions
- To evaluate own and others work, using subject specific vocabulary, enabling work to be improved
- To improve and extend the use of spoken and written English during whole class, group and paired discussion
- To develop speaking and listening skills.

### Links to KS4:

**Focuses on building skills needed for all practical elements of the AQA GCSE course.**

- Knowledge and application of staging
- Devising Drama
- Looking at text

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> <li>• Team work</li> <li>• Still image</li> <li>• Thought tracking</li> <li>• Narration</li> <li>• Cross-cutting and split scenes</li> <li>• Giving and receiving feedback</li> </ul>	<p><b>Key Words:</b>  <i>Team work, strategies, still image, thought tracking, narration, cross-cutting, split scenes, feedback</i></p> <p><b>Verbal/Written communication</b>            Every lesson students will be working with others to create work and must communicate their ideas clearly</p>	<p>Opportunity to work within time-limits, to use the correct stage space and to look at the relationship connections created through space (proxemics)</p>
Assessment	Cross-Curricular Links	
<p>Devising:</p> <ul style="list-style-type: none"> <li>• Students will be assessed throughout the unit on their ability to work collaboratively to create and refine pieces of drama using new skills every lesson (Formative).</li> </ul> <p>Performing:</p>	<ul style="list-style-type: none"> <li>• Music – use of music and soundscape to create atmosphere</li> <li>• History: Pre-research can be done looking at time periods and historical events/life of the teacher's chosen 'story'</li> </ul>	

<ul style="list-style-type: none"> <li>Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance (Summative).</li> </ul> <p>Responding:</p> <ul style="list-style-type: none"> <li>Students will be assessed on their verbal ability to evaluate and analyse the work they are part of and the work they see (formative).</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>Students will take part in a short written assessment that focuses on key words, concepts and learning from the unit (Summative).</li> </ul>	<ul style="list-style-type: none"> <li>English/Literacy: Opportunities every lesson to develop these key skills, all practical tasks involve student's needing to work together successfully and in an independent way. Homework tasks involve written and reading tasks that are then used in the practical lesson.</li> </ul>
	<p><b>SMSC opportunities and British values</b></p>
	<ul style="list-style-type: none"> <li>All lessons centre on developing the whole child with a focus on communication, building trust and team work</li> <li>Encourages students to accept responsibility for their behaviour &amp; show initiative.</li> </ul>
<p><b>Opportunities for further learning</b></p>	
<p>Students are not set homework in Drama at Key Stage 3 but will be encouraged to extend their learning in and outside of the classroom by:</p> <p><b>Option 1-</b> Creating 'Drama Rules' that can be displayed</p> <p><b>Option 2-</b> Directing a group</p> <p><b>Option 3-</b> E-Learning watch clips of live theatre, theatre styles and staging options</p> <p><b>Option 4-</b> E-learning-use BBC Bitesize to revise main strategies</p> <p><b>Option 5-</b> Bring in/make/find props to use in lesson</p> <p><b>Option 6-</b> Lightbox challenges</p>	