



Year 7 Curriculum intent

Students will learn to develop academic knowledge of drama and theatre through history, and the importance of creativity and the dramatic arts to our culture.

Students will also gain extensive knowledge of the vocal and physical skills of an actor and the techniques in approaching devising drama and scripted theatre. Students will be able to develop skills in acting, devising, performance and public speaking, Students will learn to collaborate and engage in creative learning with others to produce outstanding work.

Year 7 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
The Skills of An Actor - Vocal and Physical skills.	Crash My Community-Trust and Collaboration work.	The Beginning of Drama – Greek Theatre	The Performance Space	Scripted Performance	Devising Drama

Key Question

How do I use vocal skills, physical skills, facial expressions to enhance my acting, create character?	How can I collaboratively work within a small group and how can I positively contribute?	How do I use vocal and physical skills to communicate with an audience as a chorus?	How do I use the performance stage to effectively communication with an audience?	How do I fully utilise my learnt knowledge of performance skill to perform scripted extracts, communicating dramatic intentions to an audience?	How do I use a stimulus and improvisation to devise an original piece of drama?
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Key Vocabulary

• Pace, Pitch, and Projection • Accent • Tone • emphasis • Gesture • Posture • Facial expression	• Collaboration • Trust • Community • Characterisation • Teacher 'in role' • Opinion and debate	• Chorus • Refrain • Unison • Synchronisation • Amphitheatre • Collaboration	• Stage directions. • Spatial Relationships • Direction • Staging configurations • Thrust, Traverse, In the Round and Promenade, End on and Proscenium Arch	• Plot • Dialogue • Sub-text • Interpretation • Research • Genre, period, social, cultural and historical context.	• Devising • Stimulus • Improvisation • Dramatic Intentions • Freeze Frame • Inner Thoughts
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	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	The Skills of An Actor - Vocal and Physical skills. - The use of vocal skills in performance; pitch, pace, projection, accent, tone, intonation and emphasis. - The use of physical skills, including Gesture, Gait, Facial Expressions and Posture. - The impact of physical and vocal skills in performances and the effect these actors' skills have on an audience.	- When learning about the actors' essential tools, you will learn about the key vocal and physical skills used to create and develop character. - You will be able to explain how we use each individual skill appropriate for certain characteristics, why they are essential to creating different characters and how to apply each skill to performance.	This unit provides the foundation of acting tools to be built upon within every unit explored in the Key Stage 3 curriculum.
2	Crash My Community- Trust and Collaboration work. - Collaboration is the action of working together with others to produce something and sharing ideas. - Trust work is significant to an actor, providing assurance to other members of the performance groups. - Imaginative storytelling and developing characterisation, interacting with teacher 'in role'.	- You will learn how to work as an ensemble, using the communication skills learnt in the previous unit by expressing opinion and debating with others. - You will develop your imaginative storytelling, working as a community and trusting one another. - You will be able to explain the use of Freeze frame and their significance in directing the audience's attention	This unit builds on the knowledge from the Skills of an Actor unit providing opportunity to implement your skills. The knowledge of community and collaboration will be returned to in Unit 3 to develop the work on creating a choral performance.
3	The Beginning of Drama – Greek Theatre - Greek theatre was performed in an Amphitheatre - an open-air performance space where up to 15,000 people could be seated for each show. - Choral speaking requires a group of performers to vocally memorise and perform a piece of script using their spoken voice. The vocal techniques included speaking in; Unison- The whole group speaks together at the same time Refrain – One person starts the line, and the remaining members join in at the end.	- When learning the historical context behind the beginning of drama you will explore Ancient Greek theatre and its significance in creating exaggerated speech and movement for an audience. - You will be able to explain the key choral techniques used by a chorus to develop and ensemble piece of theatre.	This unit develops the knowledge and skill set used in both unit 1 and 2 enabling you to be able use your vocal and physical skills, varying them to meet the needs of choral speech. The collaboration and trust learnt through unit 1, will work well when delivering a performance in unison.
4	The Performance Space - Understand the actor's workspace such as, Stage Left, Stage Right, Up Stage, Down Stage, Centre Stage, Up Stage Centre, Down Stage Centre, Up Stage Left, Up Stage Right, Down Stage Left, Down Stage Right, Wings and Backstage. - An actor needs to know the different stage configurations such as Thrust Stage, In the round, Proscenium Arch, End On and Traverse. Where the audience sit, changes your performance	- You will learn the different types of actor's workspace on stage and how to move around the space effectively to follow the directors and writers' instruction. - You will be able to explain the different types of stage configurations and how they change the actors' performance skills depending on audience positioning.	This unit will draw upon students' previous performance experience. They will develop their knowledge of the stage as a performance space learning key terminology and vocabulary used by playwrights, directors, and performers. Understanding and using stage directions is essential in the next unit.
5	Scripted Performance - Introduction to and performance development of <i>The Railway Children</i> novel by E. Nesbit, adapted for the stage by David Simpson. - Characterisation is developed through context including the social, historical and political information of the text. - Sub-text is used by an actor to discover the deeper meaning behind the dialogue.	- You will learn different playwrights and their societal need to question and understand the world in which we live in therefore, you will explore texts that are culturally different. - You will be able to explain the context and subtext for each text and how that has informed your acting choices for the piece.	This unit will draw on unit 1 to strengthen acting skills, making believable and relatable characters come to life. The skills acquired in unit 4 will enable you to follow the writer's intension using the stage directions indicated in the text.
6	Devising Drama - Devising is a group collaboration in response to a stimulus leading to the creation of an original performance. - A stimulus is a starting point to generate ideas. It is meant to be explored, discussed, and used to create an original piece of drama.	- You will learn how to create and develop various devising techniques such as <i>Circle of Conscience</i>, <i>thought-tracking</i>, <i>Freeze Frames</i> and <i>Inner Thoughts</i>, whilst taking ownership of the material you are developing through collaborative work. - You will be able to explain your Dramatic intentions through completing research and development of material.	This unit will draw on all previous units, strengthening your characterisation skills and developing your ability to be creative and confident in your work. This will be important as you head into Unit 1 <i>Darkwood Manor</i> in year 8.