



Scheme of Learning: Drama

Year: 7 Unit: 2 Introduction to Drama Performance and Techniques

Sequence 1: To understand basic performance techniques and key terminology in Drama	Sequence 2: Developing pupils as individuals when working through themes and theatre conventions.	Sequence 3: Develop use of dramatic skills appropriate to audience, context, purpose and task.	Sequence 4: Evaluate own work and work of others.
<ul style="list-style-type: none">• Introduction to Drama, expectations of working in a practical environment and quality audience.• Geography of the theatre, upstage, downstage, left, right and spotlight.• Levels – positions on stage• Voice projection• Exploring soundscapes auditory• Exploring soundscapes visually and through gesture and body language.• Freeze-frame• Physicality – machines	<ul style="list-style-type: none">• Characterisation• Explore characterisation through use of masks, costume, props and electronic media• Physicality – exploring slap stick• Begin to develop an appreciation of theatre styles, genres and vocabulary - Charlie Chaplin• Engage with a range of stimuli to develop critical and creative thinking skills.• Adopt a role	<ul style="list-style-type: none">• Engage in movement and/or dance• Take part in improvisation.• Devise scripts and use drama forms and strategies effectively to explore and present ideas.• Work as a group to devise a short performance.	<ul style="list-style-type: none">• Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance.• Pupils to perform for peers• Teacher assessment• Self-assessment• Peer-assessment



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Interleaving:	Deeper Learning:	Formative Assessment:
Techniques, conventions and themes covered in this introductory unit will underpin the entire Drama Curriculum. Pupils will demonstrate skills and application of knowledge and understanding of Drama.	<ul style="list-style-type: none">• Use of higher level tier 3 vocabulary.• Understanding of key Drama terminology and skills and being able to implement these skills both independently and as part of a group.	<ul style="list-style-type: none">• Series of informal class performances throughout unit.• End of unit formal assessment, performance.• Self and peer assessment