

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 7 Overview 2023-24 – Drama											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
8 weeks (5 Lessons) (38Days)											
Tues 5-Sep	A	1	<b>Overview of Unit/No. Lessons:</b> 4 lessons <b>Introduction to Drama:</b> Learning the basic skills to bring to life mini scenes and show a range of emotions to an audience. <b>Lesson Sequence of Content:</b> <b>Lesson 1: WALT: Understanding how to create a freeze frame.</b> <b>Key skills:</b> facial expressions, body language, gesture, levels and proxemics. <b>EBI:</b> Include body as prop in freeze frames. <b>Lesson 2: WALT: Understanding how to create a scene from a freeze frame.</b> <b>Key Skills:</b> Improvisation, volume, tone, pitch and pace. Physicality. <b>EBI:</b> Create realistic scenes. <b>Lesson 3: WALT: Understanding how to use thought-tracking in a scene.</b> <b>Key Skills:</b> Staying in character, creating a scene from a stimulus, thought tracking. <b>EBI:</b> Follow the sequence Freeze, Narrator, improvisation, thought track, freeze. <b>Lesson 4: WALT: Understanding how to perform to an audience.</b> <b>Key Skills:</b> Staying in character, using the stage effectively. How to assess other’s performances. <b>EBI:</b> Respond to feedback. <b>Unit Learning Outcomes:</b> <b>GW:</b> Students can identify the key features of a freeze frame. <b>BI:</b> Students create short, improvised scenes based on a stimulus. <b>EW:</b> Students critically analyse a performance. <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Retelling a wide range of stories, fairy tales and traditional tales. Listen and discuss a range of plays and fiction. End of Year productions.</td><td>Introduced to vocal and physical skills. Performing fairy tales and stories using vocal and physical skills. Students create two contrasting pieces of theatre.</td><td>Study three contrasting Theatre Genres. Expand Drama terminology. Develop performance skills.</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Retelling a wide range of stories, fairy tales and traditional tales. Listen and discuss a range of plays and fiction. End of Year productions.	Introduced to vocal and physical skills. Performing fairy tales and stories using vocal and physical skills. Students create two contrasting pieces of theatre.	Study three contrasting Theatre Genres. Expand Drama terminology. Develop performance skills.	<b>Foundational Concept(s):</b> Drama Tool Kit <b>Tier 2/3 Vocabulary:</b> Facial expressions, body language, gesture, levels and proxemics, body as prop, improvisation, volume, tone, pitch pace, physicality <b>Disciplinary Knowledge / Cultural Capital:</b> Stage craft, film vs theatre <b>Careers Links:</b> Actor, Director, Playwright <b>EDI Links:</b> Ageism, Gender <b>AT:</b> Performance: Hansel and Gretel <b>ST:</b> Written test: assessing keywords and performance skills. 15/09-17/09 Rosh Hashanah 23/9 International day of sign languages 2/10-8/10 Dyslexia awareness week 5/10 world teachers day 6/10 World cerebral palsy day <b>ASSESSMENT:</b> <ul style="list-style-type: none"><li>Quick Quiz</li><li>Verbal Questioning</li><li>Performance and Feedback</li><li>End of Unit WWW and EBI</li><li>End of Unit Knowledge Quiz</li></ul>	
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11-Sep	B	2									
18-Sep*	A	3									
25-Sep	B	4									
2-Oct	A	5									
9-Oct	B	6									
16-Oct	A	7									
23-Oct	B	8									
Half-Term			7 weeks (5lessons) (34 Days)								
6-Nov	A	9	<b>Overview of Unit/No. lessons:</b> 4 lessons <b>Pantomime:</b> Exploring a popular style of Theatre. Understanding the different Stock Characters, creating a dance routine and Performance of Jack and the Beanstalk. <b>Lesson Sequence of Content:</b> <b>Lesson 1: WALT: Understand key conventions of a Pantomime.</b> Key skills: Stock Characters, slapstick comedy. <b>EBI:</b> Experiment with a range of different stock characters. <b>Lesson 2: WALT: How to create our own Pantomime</b> Key Skills: Direct address, slapstick comedy, blocking scenes. <b>EBI:</b> Use slapstick to create comedy. <b>Lesson 3: ST1</b> <b>Lesson 4: WALT: Performing our own Pantomime.</b> Key Skills: Audience interaction, dancing, narrator, stock characters, critical evaluations. <b>EBI:</b> recommend how other can improve based on key Drama skills used in the unit. <b>Unit Learning Outcomes:</b> <ul style="list-style-type: none"><li>All students can identify key features of a Pantomime.</li><li>All students understand the term Stock Character.</li><li>Create a Pantomime based on a short script.</li><li>Evaluate their success using key Drama skills.</li></ul> <b>Unit Learning Outcomes:</b> <b>GW:</b> Students can identify the key features of a Pantomime and stock characters. <b>BI:</b> Students artistic intension link to the script.	<ul style="list-style-type: none"><li>Foundational Concepts: Understanding Theatre</li><li><b>Tier 2/3 Vocabulary</b> Stock Characters, slapstick comedy, direct address, blocking, audience interaction, dancing, narrator, critical evaluations.</li><li><b>Disciplinary Knowledge / Cultural Capital:</b> Theatre knowledge, Stock characters</li><li><b>Careers Links:</b> Actor, director, set designer, costume designer</li><li><b>EDI Links:</b> Lower/working class, LGBTQ+ Identity</li></ul> <b>Equality Diversity and Inclusion (EDI) links?</b> 12/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day 1/12 World AIDS day 3/12-24-12 Advent 25/12 Christmas Day Hannukah 18/12-26/12							
13-Nov	B	10									
20-Nov	A	11									
27-Nov	B	ST1									
4-Dec	A	ST1									
11-Dec	B	14									
18-Dec	A	15									

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<b>Christmas Holiday</b>			6 weeks (3 lessons) (30 Days)													
8-Jan	B	16	<p>Overview of Unit/No. lessons: 7 lessons</p> <p><b>Darkwood Manor:</b> A whole class processed performance based on creating tension, using vocal skills. Creating you own myths and legends based Lesson <b>Sequence</b> of Content:</p> <p><b>Lesson 1: WALT: Understanding what is an Urban Legend?</b> Key skills: Improvisation, pace, pause, pitch tone, tension. <b>EBI: Trail different vocals to create tension.</b></p> <p><b>Lesson 2: WALT: Creating a story from a stimulus.</b> Key Skills: working with a stimulus, staying in role, process Drama, improvisation. <b>EBI: Create a believable story from a stimulus.</b></p> <p><b>Lesson 3: WALT: Understanding how to create a tense atmosphere.</b> Key Skills: creating a soundscape, learning how to use light to create tension. <b>EBI: create a cue sheet for lighting and sound.</b></p> <p><b>Lesson 4: WALT: Understanding how to develop a character.</b> Key Skills: Role on the wall, hot seating, improvisation. <b>EBI: Link back to previous lessons during hot seating exercise.</b></p>	<p>• Foundational Concepts: <b>Genre Conventions</b></p> <p><b>Tier 2/3 Vocabulary:</b> <i>Stimulus, tension, floodlights, profile spot, soundscape, Gobo, Fresnel spot, Gels, Pause, pace, pitch, tone, gait, hot seating, role on the wall, teacher in role (TIR).</i></p> <p><b>Disciplinary Knowledge / Cultural Capital:</b> Theatre genre (horror), Theatre roles and responsibilities,</p> <ul style="list-style-type: none"><li><b>Careers links:</b> Actor, director, lighting and sound design.</li></ul> <p><b>EDI Links</b> Religion / Faith, Neural Diversity</p> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"><li>Quick Quiz</li><li>Verbal Questioning</li><li>Performance and Feedback</li><li>End of Unit WWW and EBI</li><li>End of Unit Knowledge Quiz</li></ul> <p><b>AT: Performance: Jack and the Beanstalk</b> <b>AT: Written test: assessing keywords and performance skills.</b></p> <p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>25/1 Burns night</i> <i>27/1 Holocaust memorial day</i> <i>LGBT+ history month</i> <i>1/2 World Hijab day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p>												
15-Jan	A	17														
22-Jan	B	18														
29-Jan	A	19														
5-Feb	B	20														
12-Feb	A	21														
<b>Half-Term</b>			5 weeks (3 lessons) (24 Days)													
26-Feb	B	22	<p><b>Lesson Sequence</b> of Content:</p> <p><b>Lesson 5: WALT: Understanding what is a Flashback?</b> <b>Key skills: Transitions,</b> tone of voice, pace, multi-rolling. <b>EBI: Create interesting transitions in and out of flashbacks.</b></p> <p><b>Lesson 6: WALT: Creating a piece of process theatre.</b> Key Skills: Staying in role, improvisation. <b>EBI: Link prior knowledge of Darkwood manor into the scenes.</b></p> <p><b>Lesson 7: WALT: Darkwood Manor assessment</b></p> <p><b>Unit Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>All students understand how to create a flashback scene in theatre.</li><li>Students can recall key events in a scene when improvising.</li><li>Set up their own performance including sound and lighting to create a tension.</li></ul> <p><b>Unit Learning Outcomes:</b> <b>GW: Students can identify the key features of a Pantomime and stock characters.</b></p>													
4-Mar	A	23														
11-Mar	B	24														
18-Mar	A	25														
25-Mar*																
	B	26														

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			<b>BI: Students artistic intension link to the script.</b> <b>EW: Students critically analyse a performance.</b>							
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Easter Holiday 6 weeks (3 lessons) (29 Days)										
15-Apr	A	27	<b>Silent Movies :</b> <b>Lesson Sequence of Content:</b> <b>Lesson 1: WALT: Understanding the Key Conventions of Silent Movies.</b> Key skills: Mime, facial expression, gesture, body language, proxemics, slapstick comedy. <b>EBI: Tell a story through movement to engage the audience.</b> <b>Lesson 2: WALT: Understanding how to use placards effectively.</b> Key Skills: Placards, exaggeration, physicality, pace. <b>EBI: A smooth transition between scenes.</b> <b>Lesson 3: ST2</b>	<ul style="list-style-type: none"><li>Foundational Concepts: <b>Theatre History</b></li><li><b>Tier 2/3 Vocabulary:</b> <i>Placards, exaggeration, physicality, pace, slapstick comedy, gate, tempo.</i></li><li><b>Disciplinary Knowledge / Cultural Capital:</b> creating comedy a look back at pioneers of the comedy genre.</li><li><b>Careers links:</b> Actor, director, lighting and sound design, screenwriter, costume designer, production manager.</li><li><b>EDI Links:</b> Lower / Working Class, Physical Difference, Gender</li></ul> <b>ASSESSMENT:</b> <ul style="list-style-type: none"><li>Quick Quiz</li><li>Verbal Questioning</li><li>Performance and Feedback</li><li>End of Unit WWW and EBI</li><li>End of Unit Knowledge Quiz</li></ul> <b>AT: Performance:</b> silent movies inspired performance. <b>ST: Written test:</b> Keywords from all three units, questions based on lighting, sound and professional performances.						
22-Apr	B	28								
29-Apr	A	29								
6-May*	B	30								
13-May	A	ST2								
20-May										
	B	ST2								
Half-Term 7 weeks (4 lessons) (35 Days)										
3-Jun	A	33	<b>Lesson Sequence of Content:</b> <b>Lesson 3: WALT: How to write a theatre review.</b> Key skills: Subject terminology, descriptive language, answer structure. <b>EBI: Describing how an actor performed, not what the scene is about.</b> <b>Lesson 4: WALT: Creating our own Silent Movie.</b> Key Skills: Placards, exaggeration, physicality, pace, slapstick comedy. <b>EBI: Make the scene simple and use silent movie conventions to engage the audience.</b> <b>Lesson 5: WALT: Understand how music can impact the piece.</b> Key Skills: Pace, working with a stimulus, storyboards. <b>EBI: Match movements to the pace of the music.</b> <b>Lesson 6: WALT: Performing a Silent Movie.</b> Key Skills: facial expressions, body language, gesture, placards, pace, gait, slapstick comedy. <b>EBI: A well-rehearsed piece of theatre, that engages, entertains and creates comedy.</b> <b>Unit Learning Outcomes:</b> Create and perform a silent movie style piece of theatre. Understand the genre of a Silent Movie. Understand how to adapt movement and pace to fit the music.	<ul style="list-style-type: none"><li><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></li></ul>						
10-Jun	B	34								
17-Jun	A	35								
24-Jun	B	36								
1-Jul	A	37								
8-Jul	B	38								
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(Total: 190 Days)				

\* Bank Holidays

Overview of Year 7	
<b>Based on your Flight Path</b> (E.g. Targets 1L – 4L)	<p><b>By the end of Year 7, students will have learned the key Drama skills- facial expression, body language, gesture, tone of voice, pitch and pace.</b></p> <p><b>They would have performed 3 contrasting theatre genres.</b></p> <p><b>Demonstrated their knowledge and skill through practical and theory based assessments.</b></p> <p><b>Written a Live Theatre Review commenting on the success of others, including Drama specific language.</b></p>
<b>GW:</b> (E.g. Grade 1)	<p><i>Student can use a range of Drama specific language.</i></p> <p>Confidently identify different types of theatre</p> <p>Give accurate feedback to peers, as well as receive feedback and adapt performances.</p> <p>Confidently share their ideas as well as following instructions from peers.</p>
<b>BI:</b> (E.g. Grades 2-3M)	<p><i>Students can recognise and use some Drama specific language.</i></p> <p><i>They can identify two contrasting theatres.</i></p> <p><i>They are able to receive feedback and adapt this in their performances.</i></p> <p><i>They are able to give ideas to a group.</i></p>
<b>EW:</b> (E.g. Grades 3U-4L)	<p><i>Students can understand information from a variety of Drama specific language.</i></p> <p><i>They can identify a theatre type.</i></p> <p><i>They are able to improve their ideas based worked examples.</i></p> <p><i>They can take direction from others.</i></p>