

Year 7 Curriculum Overview Drama 2023-24

| Year 7 Drama – 2 lessons a fortnight | Term 1 | | Term 2 | | Term 3 |
|--------------------------------------|--|---|--|---|--|
| Unit Title | Introduction to Drama | Performing Dialogue | Silent Movies | Study of a Play Text | Live Theatre Study |
| Approximate Number of Lessons | 7 Lessons | 7 Lessons | 6 Lessons | 6 Lessons | 14 Lessons |
| Curriculum Content | Students will be introduced to acting and performance skills alongside developing their teamwork skills. | Students will learn how to apply 'The 5Ws' to their performance work while developing their performance skills. | Students will be introduced to the skills and techniques used in silent movies, focusing on Slapstick Comedy. Students will study Charlie Chaplin's and Buster Keaton's work and use this to influence their own practical work. | Students will be introduced to a play text. Throughout lessons students will read and study the play as well as exploring it practically. | Students will complete a live theatre study of 'Shrek the Musical'. Students will learn how to evaluate an actor's performance and will also about the design elements that are featured in the performance. |
| Links to prior learning | N/A | The main skills that an actor uses in performance. Awareness of showing character's emotions. | Use of physical acting skills and exaggeration. | Use of acting skills and the role of an actor. Awareness of subtext. | An actor's use of the main acting skills to show the 5Ws. Analysis of an actor's performance to break down how they are showing their character. |
| Cultural Capital Opportunities | Watch a TV show or film – how is the actor showing their character's emotions? | Take a line of dialogue from a TV show or film – how many different ways can you deliver this line to change the meaning of what is being said? | Watch an episode of Tom and Jerry (available on YouTube) – how is the comedy created for the audience without any dialogue? | Can you recognise the personality traits of any of the characters in any TV shows/films? What makes them similar? | Visit a local theatre to watch a performance – how is set design and costume used throughout the show to create an impact on the audience? |
| Assessment Focus | <i>Where do I lead?</i> Practical Performance – Baseline Assessment | | <i>Slapstick Comedy – Kitchen Scene</i> Practical Performance | <i>Script Performance</i> Practical Performance | End of Year Exam |
| Name of Knowledge Organiser | 1. Introduction to Drama | 2. Performing Dialogue | 3. Silent Movies | 4. Study of a Play Text | 5. Live Theatre Study |

Introduction to Drama

Year 7 – Knowledge Organiser

| Facial Expression | Movement | Gesture | Voice | Posture |
|--|--|------------------------|--|---|
| Showing how your character feels using your face | The way you move your body to show your character/emotions | A hand or arm movement | Changing how you sound to show character/emotion | The position of your back and shoulders |

Performing to an Audience

- Speak loudly and clearly
- Never have your back to the audience
- Use the 5 main acting skills clearly
 - Show a clear character

Performing Dialogue

Year 7 –Knowledge Organiser

| Facial Expression | Movement | Gesture | Voice | Posture |
|--|--|------------------------|--|---|
| Showing how your character feels using your face | The way you move your body to show your character/emotions | A hand or arm movement | Changing how you sound to show character/emotion | The position of your back and shoulders |

The 5 Ws

| Who | What | Where | When | Why |
|--|--|--------------------------------------|--|---|
| Who are the characters? Background, age, personality, relationship. | What is the scene about? What is happening in the scene? What are the characters doing? | The setting of the scene (location). | When is this scene happening? Time of day, era, year, season. | The reason why characters are acting and behaving the way that they are. Also known as SUBTEXT. |

| Performance Skills | |
|--|--|
| <ul style="list-style-type: none"> • Speak loudly and clearly • Never have your back to the audience • Use the 5 main acting skills clearly | <ul style="list-style-type: none"> • Show a clear character • Use pauses to add tension and emotion • Deliver the lines of a script as written • Use acting skills to show the 5 Ws of a script. |

| Self Evaluation |
|---|
| <p>Making judgements about the success of your performance.</p> <p>Using specific examples from your performance to justify your judgement.</p> <p>Identifying areas of strength and improvement.</p> |

Silent Movies

Year 7 –Knowledge Organiser

| Facial Expression | Movement | Gesture | Posture | Performance Skills |
|--|--|------------------------|---|---|
| Showing how your character feels using your face | The way you move your body to show your character/emotions | A hand or arm movement | The position of your back and shoulders | <ul style="list-style-type: none">• Never have your back to the audience• Use reaction shots/slow burn effective• Clear mime and gesture skills• Exaggeration• Comedic timing |

Silent Movie Techniques

| | |
|-------------------------|---|
| Mime | acting with no speaking/noise |
| Slapstick Comedy | a predictable moment that the audience see coming but they still laugh anyway. Usually someone gets hurt. |
| Reaction Shot | A moment showing your reaction to something that has happened to you |
| Slow Burn | A slow motion and exaggerated reaction shot. |

Charlie Chaplin
Buster Keaton
Harold Lloyd

Self Evaluation

Making judgements about the success of your performance.

Using specific examples from your performance to justify your judgement.

Identifying areas of strength and improvement.

Live Theatre Study

Year 7 –Knowledge Organiser

| Facial Expression | Movement | Gesture | Voice | Posture |
|--|--|------------------------|--|---|
| Showing how your character feels using your face | The way you move your body to show your character/emotions | A hand or arm movement | Changing how you sound to show character/emotion | The position of your back and shoulders |

| Theatre Roles | |
|-------------------------|--|
| Director | Responsible for the overall ‘vision’ and outcome of the performance. |
| Set Designer | Responsible for designing the set on the stage. |
| Costume Designer | Responsible for designing and creating the costumes for the characters. |
| Actor | Responsible for bringing the characters to life using their acting skills. |

| Evaluating Theatre |
|--|
| Making judgements about the success of an actor’s performance. Using specific examples from the performance to justify your judgement. What was successful/unsuccessful, when did it happen, why was it good/bad. |

| Creating Meaning |
|---|
| Using design/acting skills to create deeper meaning. Connotations of colours. |