



Rainford High School – Department: Drama

	Year 7 Curriculum					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Topic	Introduction to Drama: Mime	Developing characters: The Pied Piper	Social based Drama: Stereotypes	Origins of Theatre: The Greeks	Hansel and Gretel by Kneehigh Theatre	Exploring different types of Stimulus
Essential knowledge, skills and understanding	<p>An introduction to Drama. Students experiment with mime, melodrama and gesture from a given story. They also develop their group work skills. Slow motion techniques and spatial awareness are also explored. Body language Facial expressions Gestures Levels</p>	<p>In this unit, students start to develop their vocal skills and experiment with freeze frame and thought tracks. They are introduced to improvisation and continue working in groups to show aspects of the Pied Piper story. Students start to explore role play within their groups. Freeze frame Thought track Narrator Dialogue Vocal skills Hot seating</p>	<p>This unit explores stereotypes which include, gender, age and school. They will explore creating characters using the technique at hot seating and begin to look at script work. Hot seating Interpreting a script Flashback</p>	<p>This unit explores Greek theatre conventions through Greek mythology. They develop the use of Greek chorus and synchronicity in their work by looking at basic techniques of physical theatre. Choral speech Choral movement Cannon Repetition Slow motion Unison</p>	<p>This unit introduces students to a play text and script work. We will explore how to stage a script, characters and themes of the play. Stage directions Use of space on stage Cross cutting Sustaining a character</p>	<p>This unit brings together all the skills and techniques learnt and developed during the year. Students develop their improvisation skills by responding to a variety of stimuli. Devising Interpreting a stimulus</p>

<p>Assessments and assessment focus</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>A group performance of Space travel showing: Slow motion techniques Use of the Fab 5 Making use of a prop Spatial awareness</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>A group performing the Pied Piper story. Students create a performance which includes: Freeze frames, narration and thought tracks</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment: ASSESSMENT WINDOW 1 including: A written evaluation on their practical performance</p> <p>Small group performance of script which focuses on one of the following stereotypes: - Age - Gender - School</p> <p>Students will follow the stage directions and using their performance skills to create clear characters.</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>A group performance of either 'Pandora's Box' or Orpheus and Eurydice choral speech and choral movement techniques.</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>A group performance of an extract from the play.</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>ASSESSMENT WINDOW 2 including:</p> <p>A written evaluation on their practical performance</p> <p>A group performance using the stimulus "Danger Keep out"</p>
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