

Key Stage 3 Subject Timeline Year 7 to 8

Subject: DRAMA

Exam Board: NA

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topics	<i>Theatre History</i>	<i>Mask Work (Basic)</i>	<i>Shakespeare (TBC)</i>	<i>African Folk tales and Puppetry</i>	<i>Grimm Tales</i>
Key skills and Concepts	<i>Understanding Drama Improvisation Characterisation Tone of voice Still images Thought tracking Hot seating Script reading Group work</i>	<i>Still images Characterisation Narration Time management Transitions Performance Skills Script reading Mime</i>	<i>Script reading Still images Physical theatre Crosscutting Improvisation Characterisation Performance skills</i>	<i>Still images Physical theatre Voice skills Crosscutting Spontaneous Improvisation Characterisation Script reading Storyboard creation Performance skills Story telling with puppets</i>	<i>Costume Designing Set Designing Characterisation Storytelling Narration Script writing storyboard creation performance skills Stage & Props</i>
Threshold Concepts	Students will interact using drama games to build relationships with peers. Students will assess different characters and how they are portrayed. Students will explore Theatre History and will experiment changing their voices to suit the different characters. Still images or freeze frames allow the students to look at a piece in time which shows what is happening in the story. Students will be asked to think about putting themselves in the character's shoes and how would they be feeling within a certain situation.	Students will learn about the basics of Mask work. Students will look at narration and how this changes a performance. Students will explore mime and learn the basic skills in performing in masks to their peers. Tressel Mask Theatre will deliver a workshop that will enhance the students knowledge and for them to use emotions in their performance skills. Students will learn how to apply Emotion, Expression (using gestures and body language) and Empathy (3Es) in their performances. Students will plan and prepare for their practical assessment.	Students will be looking Shakespeare as a way to develop their skills and knowledge on this playwright. This term we will choose a Shakespeare Play of which the students are familiar with. The students will perform to a script and look at some basic stage combat moves to enhance their skills in Drama. The students will look at using techniques such as crosscutting, improvisation and still images. Students will be given the opportunity to look at using props in their performances.	Students will be using puppets which are made in Art as part of their learning on Puppetry. Students will learn how to add weight, breath and control (manipulation) to their puppets. Students will create a storyboard and devise a scene using improvisation. Students will use characterisation in their puppets to tell stories from African and Caribbean Folk tales to create characters from and perform. Their end of half term assessment will be to perform a story from one of the tales they have looked at this term.	This unit allows students to perform the Grimm Tales story to parents at the end of the term. Students will be given one of the stories to perform to a live audience. Students will look at Costume Designing, Set Designing, Stage and Props. The students will complete a workbook on one of the tasks and their end of task will be to deliver a speech on their chosen designs. Actors of small groups will perform, learning scripts and perform as a year group. Parents will be invited in to watch their child perform.

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	Reading and performing a script within small groups.				
Endpoints	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>	<i>Confidence building, communication skills, teamwork, dialogue, negotiation, socialisation. Stimulation of the imagination and creativity; developing a better understanding of human behaviour and empathy with situations that might seem distant. Literacy.</i>
Vocab	<i>Characterisation Techniques Still images Thought tracking Hot seating</i>	<i>Genre Conventions Cross Cutting Narration Transitions</i>	<i>Genre Shakespeare Stage Combat Music Cues Transitions</i>	<i>Puppetry Weight Breath Control Manipulation Story telling</i>	<i>Costume Design Stage Design Stage and Props 9 points of stage Stage performance</i>
Assessment	End of half term practical assessment	End of half term practical assessment	End of half term practical assessment	End of half term practical assessment	End of half term practical assessment

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						Year 8									
						Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1 & 2	
Topics						<i>Mask Work (Intermediate)</i>		<i>Refugee Boy</i>		<i>Shakespeare (Romeo & Juliet)</i> <i>Stage Combat</i>		<i>Zombie School</i>		Emil & Detectives with stage performance.	
Key skills and Concepts						<i>Still image</i> <i>Freeze frame</i> <i>musical cues</i> <i>crosscutting</i> <i>stimuli</i> <i>devising</i> <i>Mime</i> <i>Commedia</i> <i>Four points of movement</i>		<i>Spontaneous improvisation</i> <i>characterisation</i> <i>pitch, pace and tone</i> <i>body language</i> <i>in role performances</i> <i>devising</i> <i>roleplay</i> <i>empathy</i> <i>de-escalation</i>		<i>Hot seating</i> <i>Still image</i> <i>Freeze frame</i> <i>musical cues</i> <i>crosscutting</i> <i>Stage Combat</i> <i>stimuli</i> <i>whole class performance</i> <i>characterisation</i> <i>pitch, pace and tone</i> <i>body language</i>		<i>Teamwork</i> <i>teacher led direction</i> <i>work outside the given circumstance</i> <i>whole class performance</i> <i>stage combat</i> <i>crosscutting</i> <i>freeze frame</i> <i>flash forward/back</i> <i>stimuli</i> <i>devising</i>		<i>Student led direction</i> <i>Tableaux</i> <i>choreography</i> <i>Dance</i> <i>Scripted performance</i> <i>Still image</i> <i>Freeze frame</i> <i>Hot seating</i> <i>script analysis</i>	
Threshold Concepts						Students will engage in work that introduces the process of devising using more advanced techniques at a lower level to act as an introduction to technique-based performances. Students will look at using Masks at intermediate level and exploring comedy in Drama. They will learn how to perform using music as cues. End of term practical assessment will be to perform a story which they have devised themselves.		Students will engage in role play scenarios designed to push their acting abilities and to engage them in situations they would not have come across to both build resilience and improve their negotiation and de-escalation skills.		Students will work on a devised teacher led performance based on a Shakespeare play (Romeo & Juliet) whereby they will engage in working and developing as a class. Students will learn how to use stage combat in their performances and devising a fight scene using music cues. Students will explore many Drama techniques with their performances. End of term assessment is to perform the whole play.		Students will work through a variety of workshops as a team. The Zombie survival scheme allows them to devise their own stage combat scenes and produce a Zombie Movie Trailer which is believable. Students will explore naturalism in their performances and use Drama techniques such as crosscutting, flash forward, flash back and freeze frames. End of term assessment will be to perform their trailer using props, lighting and sound.		This unit allows students to perform the Grimm Tales story to parents at the end of the term. Students will be given one of the stories to perform to a live audience. Students will look at Costume Designing, Set Designing, Stage and Props. The students will complete a workbook on one of the tasks and their end of task will be to deliver a speech on their chosen designs. Actors of small groups will perform, learning scripts and perform as a year group. Parents	

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