

Drama / Year 7 / 2022 – 2023

Year 7	Rotation 1 – Basic Drama Techniques	Rotation 2 – <i>Chicken</i> / <i>A Midsummer Night's Dream</i>
Curriculum Content	<p>Composite 1: Create and perform a devised piece of drama using basic drama techniques. Component 1: Understand the technique of Still Image and its effect. Component 2: Understand the technique of Thought Aloud and its effect. Component 3: Create a piece of devised theatre using the techniques of Still Image and Thought Aloud. Component 4: Perform a piece of devised theatre using the techniques of Still Image and Thought Aloud.</p>	<p>Composite 1: Study and perform an extract from the play <i>Chicken</i> by Mark Wheeler. Component 1: Gain an understanding of Section 1 of the TIE play <i>Chicken</i> and the character relationships. Component 2: Gain an understanding of Section 2 and 3 of the play and character motivation. Component 3: Gain an understanding of Section 5 of the play and explore ways of performing it. Component 4: Explore the practical skill of voice. Component 5: Perform an extract from the play for assessment.</p> <p>Composite 2: Analyse and evaluate the technical skills from a performance of <i>A Midsummer Night's Dream</i>. Component 6: Develop an understanding of the use of costume/set/lighting and its use in a performance</p>
Prior knowledge and skills (from previous rotation / year / key stage)	<p>Formal presentations. Debating opportunities. Reading and rehearsing poems and plays for presentation and performance</p>	<p>Knowledge learnt in Year 7 Rotation 1 Knowledge of Still Image and Thought Aloud. Rehearsing and performing drama as a class <i>A Midsummer Night's Dream</i> is studied in English in Year 7.</p>
Vocabulary / Key Subject Terminology	<p>Tier 3 Vocabulary Still Image - (prior knowledge, live model, duel coding) Proxemics - (morphology, live model, duel coding) Levels - (live model, duel coding) Thought Aloud - (morphology, duel coding, live model) Stimulus - (etymology, synonyms, antonyms)</p>	<p>Tier 3 Vocabulary Split-scene - (video model, duel coding, live model) Cross-cutting - (video model, duel coding, live model) Character Motivation - (morphology, prior knowledge) Tone - (duel coding, prior knowledge, live model) Tempo - (duel coding, prior knowledge, live model) Pitch - (duel coding, prior knowledge, live model) Emphasis - (duel coding, prior knowledge, live model)</p>
Practical Assessment	<p>Students perform a devised piece, using the techniques of still image (facial expression, body language, levels and proxemics) and thought aloud.</p>	<p>Students perform an extract from the play, using the techniques of split-scene and cross-cutting and the performance skill of voice.</p>
Written Assessment	<p>Students explain in a written answer how ideas been created and how the techniques of still image and thought aloud been incorporated in the piece</p> <p>Still Image and Thought Aloud Quiz scores will also be considered as part of the assessment.</p>	<p>Students answer a question about character motivation.</p> <p>Students answer a question identifying what vocal skills they would use to perform a line from the play.</p> <p>Students answer a question based on costume, set and lighting used in a performance.</p> <p>Chicken Quiz scores will also be considered as part of the assessment.</p>
Cross Curricular Links with other Faculties	<p>English: Formal presentations, Reading and rehearsing poems and plays for presentation and performance. Oracy tasks. Exploring a Character. Narrative Structure. Dramatic Irony. PSHE: Debating opportunities. BV: Individual Liberty – Component 1 themed around the topic of bullying.</p>	<p>Music: Musical Elements of tone, tempo and pitch. English: <i>A Midsummer Night's Dream</i> is studied in English in Year 7, Formal presentations, Reading and rehearsing poems and plays for presentation and performance. Oracy tasks. PSHE: Road Safety and Peer Pressure. BV: Rule of Law – Component 3 is an opportunity for discussion around character's choice to film someone on their phone and the consequences of his choice to hide the evidence. Careers: Students explore the occupations of a costume, set and lighting designer.</p>

<p>Knowledge Organiser content</p>	<p>Tier 3 Vocabulary. Body Language examples. Facial Expression examples. Levels examples. Proxemics examples. Internet links to research.</p>	<p><i>Chicken</i> scene summary. Character list. Tier 3 Vocabulary. Vocal skills. Design elements vocabulary. Internet links research and videos of <i>Chicken</i>, techniques, vocal exercises, performing a scripted piece, A <i>Midsummer Night's Dream</i>, set/costume/lighting design</p>
<p>Extra-Curricular Offer</p>	<p>KS3 Drama Club – Use of techniques learnt during this rotation to produce a performance from another style of play. Students may also research and perform other plays from the same or different genres</p> <p>School Shows Theatre Trips Visiting theatre companies and workshops</p>	