

## Drama Department - Long-Term Sequencing Year 7

### Intent

In Year 7 pupils explore the fundamental building blocks or 'elements' of drama –Vocal and Physical skills. These principal ingredients are first defined and explained through the story of 'Matilda' by Roald Dahl, where students are encouraged to devise performances using their skills to create a clear character. Students explore the nature of each physical and vocal skill, exploring how to combine them in interesting ways. Through the thematic nature of the Drama curriculum, students with SEMH are supported as they begin to learn more about themselves and the world in which they live. The problem solving, group work and public speaking skills will support students in all vocations and careers. By looking at characters, plays and practitioners that support the social justice aspect of the Catholic life of our school.

### HALF TERM 1: Page to Stage | Matilda by Roald Dahl

#### STUDENTS MUST KNOW:

- Vocal Skills, - Pace, Pause, Pitch, Tone, Projection
- Physical Skills -Levels, Facial Expression and Gesture
- How to create a clear character in performance
- Rehearsal techniques – Symbolic Statue, Tableau, Still Image

#### ASSESSMENT:

Regular verbal feedback, small-group performances, whole class performance, peer feedback, and self-evaluation.

### HALF TERM 2: Devising | Superheroes

#### STUDENTS MUST KNOW:

- Vocal Skills - Pace, Tone, Pitch, Volume
- Physical Skills – Proxemics, Gesture, Body Language
- Juxtaposed characters in performance through the use of stock characters
- Rehearsal techniques – Role-Play, Split Screen, Angel and Devil

#### ASSESSMENT:

Interpretation of a script and stimuli, Regular verbal feedback, small group performances, peer feedback and self-evaluation.

### HALF TERM 3: Scripted performance | Mean to be Free

#### STUDENTS MUST KNOW:

- Vocal Skills – Diction, Pace, Tone
- Physical Skills – Levels, Proxemics, Body-Language, Facial Expression
- Rehearsal techniques – Narration and Conscience Alley
- How to communicate additional information to an audience

#### ASSESSMENT:

Regular verbal feedback, Individual Performances, small-group performances, peer feedback, and self-evaluation.

### HALF TERM 4: Theatre Styles | Harry Potter

#### STUDENTS MUST KNOW:

- Vocal Skills, - Pace, Pause, Pitch, Tone, Diction
- Physical Skills -Levels, Pace, Action and Gesture
- How to apply a range of theatre styles to a performance
- Rehearsal techniques – Soundscape, Verbal Machine

#### ASSESSMENT:

Regular verbal feedback, response to a stimulus, small-group performances, whole class performance, peer feedback, and self-evaluation.

### HALF TERM 5: Creating atmosphere and building tension | Dracula

#### STUDENTS MUST KNOW:

- Vocal Skills, - Pace, Pause, Pitch, Tone,
- Physical Skills -Levels, Reaction, Body Language
- How to structure a performance
- Rehearsal techniques – Freeze-Frame, Third Person Narration, Mime

#### ASSESSMENT:

Regular verbal feedback, Planning a storyline in response to a stimulus, small-group performances and self-evaluation.

### HALF TERM 6: Themes and issues| Hunger Games

#### STUDENTS MUST KNOW:

- Vocal Skills, - Volume, Tone, Pitch, Pause
- Physical Skills -Action, Reaction, Gesture
- How to present themes and issues to an audience
- Rehearsal techniques – Cross-Cutting and Slow-motion

#### ASSESSMENT:

Regular verbal feedback, response to a stimulus, small-group performances, whole class performance, peer feedback, and self-evaluation.

### HOME LEARNING

Drama glossary

## Drama Department - Long-Term Sequencing Year 8

### Intent

Drama in year 8 builds on the foundation of knowledge delivered in year 7 by adding more depth which is reinforced through practical application. Students begin year 8 by recapping a range of rehearsal techniques and skills through the context of being a young person in society today. This scheme allows students to look at how they are stereotyped and how to change negative perceptions in a contemporary manner. There is a strong moral emphasis on this work which allows them to focus on creating tension through large and small group performances. Students have the opportunity to explore devising through documentary theatre and a range of stimuli which promote the cultural capital embodied throughout the school. Drama in year 8 also offers a deeper investigation of theatre and its uses within combating issues of the day by looking at Hidden figures. Alongside small-group and large-group performance opportunities, these units also develop self-expression and confidence in preparation for year 8 to showcase their talents at the end of the year with a class show. In development from the year 7 curriculum. The problem solving, group work and public speaking skills will support them in all vocations and careers. By looking at characters, plays and practitioners that support the social justice aspect of the Catholic life of our school.

### HALF TERM 1: Context | Youth of Today

#### STUDENTS MUST KNOW:

- Vocal Skills, - Tone, Pitch and Diction
- Physical Skills -Levels, Action and Gesture
- The importance of context in performance
- Rehearsal techniques – Cross-Cutting, Split-Screen, Conscience Alley

#### ASSESSMENT:

Regular verbal feedback, response to a stimulus, small-group performances, whole class performance, peer feedback, and self-evaluation.

### HALF TERM 2: Characterisation| Hidden Figures

#### STUDENTS MUST KNOW:

- Vocal Skills, - Volume, Pause and Pace
- Physical Skills -Proxemics and Levels
- How context can influence an interpretation of a character
- Rehearsal techniques – Hot-Seating, Transitions and Juxtaposition

#### ASSESSMENT:

Regular verbal feedback, response to a stimulus, small-group performances, whole class performance, peer feedback, and self-evaluation.

### HALF TERM 3: Greek Theatre | The Labyrinth

#### STUDENTS MUST KNOW:

- Vocal Skills, - Tone, Diction and Pace
- Physical Skills -Action and Levels
- The impact of a chorus in performance
- Rehearsal techniques – Choral speech and movement (Unison and cannon)

#### ASSESSMENT:

Regular verbal feedback, Performance of a text, small-group performances, whole class performance, peer feedback, and self-evaluation.

# Stuart Bathurst Catholic High School

<p>HALF TERM 4: Devising   Refugees</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"><li>● Vocal Skills, - Tone, Pace and Volume</li><li>● Physical Skills -Body Language, Proxemics and Reaction</li><li>● What is juxtaposition and how can it be applied in performance?</li><li>● Rehearsal techniques – Total Theatre, Freeze-Frame and Flashbacks/Flash Forward</li></ul> <p>ASSESSMENT:</p> <p>Regular verbal feedback, response to a stimulus, small-group performances, whole class performance, peer feedback, and self-evaluation.</p>	<p>HALF TERMS 5 and 6: Careers   Putting on a show</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"><li>● How to communicate and work collaboratively</li><li>● The roles and responsibilities of those who work in the theatre industry</li><li>● How to create a devised performance</li></ul> <p>ASSESSMENT:</p> <p>Whole class performance, presentation of ideas, self-evaluation, regular verbal feedback</p>	.
<p>HOME LEARNING</p> <p>Line learning, research tasks, writing articles</p>		

## Drama Department - Long-Term Sequencing Year 9

### Intent

Students begin with studying a range of contemporary theatre styles through a series of workshop based lessons. This is followed with an introduction to a range of practitioners, examining how their methodologies can be applied to performances practically. Modern theatre modules on Physical theatre and Frantic Assembly allows more detailed exploration of dynamics, texture and movement in a contemporary context, alongside established choreographic devices. The culmination of the year 9 curriculum will result in the students ability to combine a range of theatre styles and techniques, dance, drama and music in a scripted performance. This will enable students to be confident learners in preparation for the rigours of GCSE Drama. Through development of soft skills in year 7 and 8 working towards mastery of problem solving, group work and public speaking skills will support them in all vocations and careers. By looking at characters, plays and practitioners that support the social justice aspect of the Catholic life of our school.

### HALF TERM 1 and 2: Theatre styles | Contemporary Theatre

#### STUDENTS MUST KNOW:

- Vocal Skills, - Tone, Pitch, Pause and Diction
- Physical Skills -Body Language, Levels, Gesture
- How can traditional theatre styles engage a present day audience?
- Theatre styles and techniques- Greek Theatre, Total Theatre, Stage Combat, Devising

#### ASSESSMENT:

Regular verbal feedback, response to a stimulus, small-group performances, peer feedback, and self-evaluation.

### HALF TERM 3 and 4: Practitioners

#### STUDENTS MUST KNOW:

- Vocal Skills, - Tone, Pitch, Pause and Pace
- Physical Skills -Facial Expressions, Proxemics, Action
- How can Practitioner techniques be applied to a performance?
- Practitioners – Rudolf Laban, Bertolt Brecht, DV8

#### ASSESSMENT:

Regular verbal feedback, response to a stimulus, small-group performances, peer feedback, and self-evaluation.

### HALF TERM 5 and 6: Physical Theatre

#### STUDENTS MUST KNOW:

- Vocal Skills, - Volume, Tone, Pitch
- Physical Skills -Action, Reaction, Levels and Gesture
- Fusing naturalistic dialogue with abstract movement
- Techniques – Push hands, Chair Duet, Fluff, Round-by-Through, Clear the Space

#### ASSESSMENT:

Regular verbal feedback, Performance of a Script, small-group performances, peer feedback, and self-evaluation.

### HOME LEARNING

Line learning, fact files, research tasks