

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1 and Half Term 2	Characterisation and introduction to performing Pupils will learn a variety of skills and techniques that are required when creating characters and presenting work to an audience. They include: <ul style="list-style-type: none"> • Characterisation • Hot seating • Role on the wall • Vocal skills • Physical skills • Blocking • Creating mood and atmosphere 	<p>Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.</p> <p>Pupils will be assessed twice on a devised performance. Once early on in the term as a baseline assessment to allow us to record their starting points. Pupils will then be assessed again at the end of the topic on a second devised performance to track their progress. Pupils will be given verbal feedback on their strengths and areas to improve.</p> <p>Pupils will also complete a key words test that they will self assess.</p>	<p>Why do we teach it? We teach this unit as it acts as an introduction to performing. Pupils learn how to create characters and use their vocal and physical skills to communicate meaning. We also look at how to block a scene. These are composite skills we expect to see used in every Drama performance from hereon in. This prepares pupils for all GCSE units.</p> <p>Why do we teach it here? Pupils come to us in year 7 with very little experience of Drama. Creating characters, using vocal and physical skills to communicate meaning and blocking are all fundamental Drama skills. Once pupils have mastered these we tend to see a big upward increase in progress.</p> <p>Knowledge: Declarative: Definitions of vocal skills, physical skills. Procedural: How to use vocal skills, physical skills, drama techniques, characterisation, blocking. Disciplinary: Analysing Drama</p>	<p>Reading: Reading progress homework-performing in different stage spaces.</p> <p>Oracy:</p> <p>Verbalising evaluations using sentence stems</p> <p>Discussing and negotiating ideas in groups</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Glossaries given and revised • Key words explored practically • Key words test

<p>Spring</p> <p>Half Term 3</p> <p>and</p> <p>Half Term 4</p>	<p>Evacuees -Devising 1</p> <p>Pupils will learn how to use Drama strategies to enhance their devised work and communicate meaning</p> <ul style="list-style-type: none"> • Monologue • Cross Cutting • Still Image • Thought Track • Responding to a stimulus • Writing in role 	<p>Teachers provide feedback to individuals, groups and the whole class. Verbal feedback is given live in almost every lesson but as a minimum pupil will receive it from their teacher every three lessons.</p> <p>Pupils will be assessed on a devised performance. Pupils will be given verbal feedback on their strengths and areas to improve.</p>	<p>Why do we teach it?</p> <p>We teach this unit both from a Drama point of view and from an SMSC point of view and have many cross overs with History. It is used to introduce pupils to explorative strategies that can be used to devise interesting pieces of Drama. Prior to this the pupils will have created role plays but not focussed on the techniques they can use to create interesting and creative pieces. The use of strategies will ensure that at GCSE pupils can access the higher grades. Pupils also learn what a stimulus is and how to respond to one. This unit prepares pupils for GCSE Unit 1.</p> <p>Why do we teach it here?</p> <p>This is the first unit on devising and acts as an introduction. It follows on well from an introduction to performing and pushes pupils up to the next level. Pupils are able to build on their characterisation skills for example when asked to write in role.</p> <p>Knowledge:</p> <p>Declarative: Definitions of Drama techniques</p> <p>Procedural: How to use Drama techniques, recapping blocking and characterisation.</p> <p>Disciplinary: Analysing Drama</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading progress homework: Read Marys Letter- a real evacuee letter from WW2. • Teacher models reading fluency. <p>Oracy:</p> <ul style="list-style-type: none"> • Group discussions on strengths and areas for development. • Discussing and negotiating ideas • Discussing prior learning using talk tactics <p>Vocabulary:</p> <ul style="list-style-type: none"> • Glossaries given and revised. • Matching definitions of techniques to key words. • Low stakes quizzes on key words.
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<p>Summer</p> <p>Half Term 5</p> <p>and</p> <p>Half Term 6</p>	<p>Introduction to scripts</p> <p>Pupils will learn how to approach staging and interpreting a script</p> <ul style="list-style-type: none"> • Blocking • Entrances and Exits • Stage Directions • Stage Areas • Interpretation <p>Recapping characterisation</p>	<p>Pupils are assessed on their performance of a scripted scene. Pupils will be given verbal feedback on their strengths and areas to improve.</p> <p>Pupils will also complete a key words test that they will self assess.</p>	<p>Why do we teach it?</p> <p>In GCSE Drama there is a strong focus on scripted skills. We find that pupils need teaching how to read and interpret a script as they have very little prior experience of it. Performing a script has very different demands to performing an improvisation or devised piece.</p> <p>Why do we teach it here?</p> <p>We feel that every year group should experience using scripts so that by KS4 pupils are confident in their use. Scripted work is more challenging but by the summer term pupils have already mastered the basic skills required in Drama and are ready for a further challenge. This unit prepares pupils for GCSE units 1 and 3. Pupils are also able to practice and develop their characterisation skills from earlier in the year.</p> <p><u>Knowledge</u></p> <p>Declarative: Learning the correct terms for stage areas</p> <p>Procedural: How to use vocal skills, physical skills, drama techniques, characterisation, blocking, interpretation and stage directions</p> <p>Disciplinary: Analysing Drama</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading scripts outloud. • Teacher models reading fluency • Explore scripts via echo reading and choral reading <p>Vocabulary:</p> <ul style="list-style-type: none"> • Glossaries given and revised • Key word test • Unpicking and understanding Shakespearean language <p>Oracy:</p> <ul style="list-style-type: none"> • Group discussions on strengths and areas for development using talk tactics • Discussing and negotiating ideas.
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