

## Year 7 Drama

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p style="text-align: center; margin: 0;"><b>1</b></p> <p style="margin: 0;">Topic: Devising skills</p> <p style="margin: 0;">Theme: LIFE &amp; DEATH SMSC: .Communication in group work . WW2 . Empathy . moral value</p>	<p>Ice breakers Introduction to the space and necessary health and safety rules.</p> <p>Introduction of: <b>Freeze Frame</b> <b>Physical changes to create character</b></p>	<p><b>Baseline assessment</b> <b>CC1-CC3</b> <b>C1-C2</b> (applying a skill, presenting character)</p> <p>Introduction of: <b>Freeze Frame</b> (Using freeze frame to tell a story using <i>The School Trip</i>)</p> <p>Introduction of: <b>Thought Tracking</b> (Add in thought-tracking to the freeze frame)</p>	<p>Introduction of: <b>Tableaux</b> (individual responses to theme of WAR)</p> <p>Introduction of: <b>Vocal Changes</b> (Getting ready scene using poem extracts)</p> <p>Introduction of: <b>Melt and Morph</b> (Evacuees on train then in the country) <b>Self assessment</b> <b>CC1-CC3</b> <b>C1-C2</b></p>	<p><b>Introduction of:</b> <b>Slow Motion</b> (Slow motion in a scene using the school poem)</p> <p><b>Setting up summative assessment</b> (Fairy tales) Application of conventions and performance skills. Groups 3-4</p>	<p>Rehearsal of their summative assessment fairy tale task.</p> <p><b>Peer assessment</b> <b>CC1-CC3</b> <b>C1-C3</b> Setting clear success criteria using PLC's.</p>	<p><b>Summative Assessment</b></p> <p>Assessed on: Application of conventions, ability to present a character through physical/vocal skills.</p> <p><b>Teacher assessment</b> <b>CC1-CC3</b> <b>C1-C3</b></p>	<p>Evaluation. <b>Teacher assessment</b> <b>EV1</b></p> <p><b>Review of summative assessment, filing in tracker sheet.</b></p> <p>One-off skill lesson in response to class outcome of summative assessment.</p>	<p>One-off skill lesson in response to class outcome of summative assessment.</p>
<p style="text-align: center; margin: 0;"><b>2</b></p> <p style="margin: 0;">Topic: Frankenstein Theme: LIFE &amp; DEATH SMSC: Communication in group work . Cross curricular . Empathy . moral value</p>	<p>Introduction to <b>Physical Theatre:</b> (Creating letters, numbers, machines – using the body to represent.)</p> <p><b>SC1</b> Creating the Doctor's office from physical theatre. Whole class/group.</p>	<p>Introduction to: <b>Soundscape</b> (Whole class creating an <b>atmosphere</b> of a graveyard using <b>vocal</b>.)</p> <p><b>SC2</b> Group work - Finding body parts to create a monster.</p>	<p>Working on <b>physical</b> skills – Individually embodying the monster as it comes to life.</p> <p><b>SC3</b> Doctor creates the monster <b>vocal &amp; physical</b> <b>Thought tracking.</b> <b>Self assessment</b> <b>CC1-CC3</b> <b>C1-C4.1</b></p>	<p>Street scene – seeing the monster.</p> <p><b>Conscious alley</b> moving towards <b>vocal collage</b>.</p> <p><b>SC4</b> Apply to group scene.</p>	<p><b>Setting up summative assessment</b> Combine 3 scenes of student choice;</p> <p>Groups 3-4 Setting clear success criteria using PLC's.</p>	<p><b>Summative Assessment</b></p> <p><b>Vocal &amp; Physical</b> Application of <b>convention</b></p> <p><b>Teacher assessment</b> <b>CC1-CC3</b> <b>C1-C5</b></p>	<p>Evaluation. Filing in tracker sheet.</p>	

