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| **Year 7 Curriculum Overview 2024-2025**  **Subject - Drama** | | | | | | |
|  | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills and** | **Assessment Opportunities** |
| **Composites** | **Components**  **[Key concepts & subject specific vocab]** | **Formal Retrieval** |
| **Autumn Term**  Introduction to Drama | Freeze  Freeze frame  Thoughts Aloud  Role Play  Status  Mime  Thought tracking  Evaluating  Characterisation | Knowledge of how to successfully use mime, freeze frame, role play, status.  To be able to move and talk as a character  To deliver lines as a character  Use appropriate subject specific language throughout lessons and feedback.  Effectively use feedback to improve the performance of others and own work | Any work done at primary school | Oracy  Discussion  Debate  Evaluation | Oracy  Discussion  Teamwork  Problem Solving  Team Leader  Evaluative skills | Stage positions  Lighting and different theatre lights  Characterisation  Performance of the different skills  Effective evaluation |
| **Catholicity Across Drama** | **Human Dignity –** Use of role play helps students experience perspective different from her own, promoting empathy and understanding  **Participation –** an environment where students respectfully engage with the work of others  **Solidarity –** Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued  A bible quote which links to the lesson is on all lesson PowerPoints | | | | | |
| **Spring Term**  Pied Piper | Narration  Freeze frame  Thoughts aloud  Choral Speaking  Choral Movement  Tableau  Creating a piece of Drama from a story | Understanding of the different stage types  To be able to narrate a scene accompanying movement  To be able to move and speak as a chorus  To use pause effectively to create suspense  Use appropriate subject specific language throughout lessons and feedback.  Effectively use feedback to improve the performance of others and own work | Thought tracking  Stage positions  Freeze Frame  Drama levels | Reading of the story  Speaking in a chorus  Discussion  Debate  Reciting and memorising text  The difference between story and script. | Oracy  Discussion  Teamwork  Problem Solving  Team Leader  Evaluative skills | Narration  Tableau/Freeze frame  Choral movement  Choral Speaking  Use of tension  Theatre lighting |
| **Catholicity Across Drama** | **Human Dignity –** Use of role play helps students experience perspective different from her own, promoting empathy and understanding  **Participation –** an environment where students respectfully engage with the work of others  **Solidarity –** Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued  **The Common Good** – the moral of the story is shared and discussed with students  A bible quote which links to the lesson is on all lesson PowerPoints | | | | | |
| **Summer Term**  Terrible Fate of Humpty Dumpty – Play Study | Page to Stage  Creation of a character  The ‘Magic If’  Voice and Movement to show a character | To annotate a script  Understand key drama skills such as cross-cutting and physicality  Demonstrate an understanding of what characterisation is  How to create it using a range of voice and movement skills.  Perform an extract of with lines learnt  Use appropriate subject specific language throughout lessons and feedback.  Effectively use feedback to improve the performance of others and own work | Stock characters  Thought tracking  Mime  Stage positions  Freeze  Drama levels | Oracy  Discussion  Debate  Reciting and memorising text | Oracy  Discussion  Teamwork  Problem Solving  Team Leader  Evaluative skills | Stage positions  Stage types  Mime  Characterisation  Performance of a script |
| **Catholicity Across Drama** | **Human Dignity –** Use of role play helps students experience perspective different from her own, promoting empathy and understanding  **Participation –** an environment where students respectfully engage with the work of others  **Solidarity –** Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued  **The Common Good** – link to the moral of the story, the focus on antibullying and the impact of this on a community not just the victim  A bible quote which links to the lesson is on all lesson PowerPoints | | | | | |