

Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Slapstick Comedy	What are the key skills we develop in Drama?	<ul style="list-style-type: none"> ● Mime skills and applying slapstick techniques. ● Scripted performance using the twits, applying and developing the skills acquired. ● EDI – students are all able to access the learning through shared examples of slapstick, discussion about the social and historical context of slapstick. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Demonstrate action. ● Demonstrate emotion and reaction Slapstick technique. ● Create believable characters. ● Stay safe. ● Supporting audience understanding. ● Communicating with the audience. ● Recognise and apply beginning middle and end. ● Interpret appropriately. ● Apply appropriate characterisation to voice. ● Think creatively. ● Lead others in creating appropriate performance. ● Perform in front of an audience. <p>Skills:-</p> <ul style="list-style-type: none"> ● Body language ● Facial expression ● Rule of three ● Double take ● Muscle tension ● Physical control ● Gesture ● Exaggeration ● Clocking the audience ● Performance structure ● Stage directions ● Voice ● Devising ● Directing

				<ul style="list-style-type: none"> Performing. <p>Assessment Point information (if applicable) Process marked. Performance marked.</p>
Autumn 2	Live Theatre	How can we analyse and evaluate acting skills in a live performance	<ul style="list-style-type: none"> Understanding the difference between analyse and evaluate. Learning how to effectively describe and explain what has been seen in live performance. Developing a strong understanding of how to communicate meaning to an audience using body language, facial expression, space, and voice. Watching a live theatre performance. EDI - Discussions about the inclusivity of theatrical productions and how theatre productions focus on diversity and equality. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Verbal and written explanations of live performance. Analysing and evaluating the success of live performance. Completing a live theatre essay. <p>Skills</p> <ul style="list-style-type: none"> Body language. Facial expressions. Voice (tone, pitch, pace, volume, pause, emphasis). Space (proxemics). Describe/Explain. Analyse. Evaluate. <p>Assessment Point information (if applicable) Live theatre written essay marked.</p>
Spring 1	'The Tempest'	How can we apply theatrical conventions to create Drama?	<ul style="list-style-type: none"> The story of 'The Tempest'. All major characters. The themes and plot of the play. A range of performance strategies. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Explore movement, mime, and sound to create an atmosphere. Use cross cutting. Create suspended disbelief.

Spring 2	'The Tempest'	How can we apply theatrical conventions to create Drama?	<ul style="list-style-type: none"> • EDI – Social, Historical and Political discussions about colonisation surrounding scenes with Caliban and Sycorax and feminism in relation to Miranda. 	<ul style="list-style-type: none"> • Use a split stage. • Show status. • Use effective thought tracking. • Create narration. • Use chorus. • Create physical theatre. • Create effective still images. <p>Skills:-</p> <ul style="list-style-type: none"> • Characterisation • Vocal dynamic • Body language • Flashback/forward • Theatrical convention • Status • Interpretation • Critical thinking • Cooperation • Collaboration. <p>Assessment Point information (if applicable) Process marked. Performance marked.</p>
Summer 1	The Caucasian Chalk Circle	How can we use theatrical style 'Epic' theatre to communicate to an audience?	<ul style="list-style-type: none"> • The story of The Caucasian Chalk Circle. • All of the major characters. • The key themes of Justice and power. • Social, Historical, Political context. • Brecht's style: Epic Theatre and techniques. 	<p>How understanding is assessed:-</p> <ul style="list-style-type: none"> • Apply Epic theatre techniques to performance. • Clearly communicate a message to an audience. • Recall the context of the play. • Use placards effectively. • Use a tableaux.

Summer 2	The Caucasian Chalk Circle	How can we use theatrical style 'Epic' theatre to communicate to an audience?	<ul style="list-style-type: none">• EDI – social, historical, political discussions about Communism relating to Brechtian theatre and how different audience might react to the play across time periods and locations	<ul style="list-style-type: none">• Portray relationships between characters. Skills Assessment Point information (if applicable) Process marked. Performance marked.
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