

Year 7

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Slapstick Comedy	What are the key skills we develop in Drama?	• 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	How understanding is assessed • 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 Skills • 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 • Performing Assessment Point information Process marked Performance marked
Autumn 2	Live Theatre	How can we analyse and evaluate acting skills in a live performance?	• 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	How understanding is assessed • Verbal and written explanations of live performance. • Analysing and evaluating the success of live performance. • Completing a live theatre essay Skills • Body language • Facial expressions • Voice (tone, pitch, pace, volume, pause, emphasis) • Space (proxemics) • Describe/Explain • Analyse • Evaluate Assessment Point information Live theatre written essay marked
Spring 1	The Tempest	How can we apply theatrical conventions to create Drama?	• The story of The Tempest • All major characters • The themes and plot of the play • A range of performance strategies • EDI – Social, Historical and Political discussions about colonisation surrounding scenes with Caliban and Sycorax and feminism in relation to Miranda	How understanding is assessed • explore movement, mime, and sound to create an atmosphere • use cross cutting • create suspended disbelief • use a split stage • show status • use effective thought tracking • create narration

Spring 2	The Jabberwocky - adding choral speaking techniques to physical theatre. Oracy focus.	How can we apply theatrical conventions to create Drama?	• Introduction to the function of The Chorus in Greek Theatre • The Jabberwocky poem employed as a vehicle to explore and put into practice physical theatre and choral speaking techniques.	• use chorus • create physical theatre • create effective still images Skills • Characterisation • Vocal dynamic • Body language • Flashback/forward • Theatrical convention • Status • Interpretation • Critical thinking • Cooperation • Collaboration Assessment Point information Process marked Performance marked
Summer 1	The Caucasian Chalk Circle	How can we use theatrical style 'Epic' theatre to communicate to an audience?	• 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 • EDI – social, historical, political discussions about Communism relating to Brechtian theatre and how different audiences might react to the play across time periods and locations	How understanding is assessed • 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 • portray relationships between characters

Summer 2	The Caucasian Chalk Circle	How can we use theatrical style 'Epic' theatre to communicate to an audience?		Assessment Point information Process marked Performance marked
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