Year 7 Drama Curriculum

INTENT: Year 7 Performing Arts is designed to stimulate imagination and feelings in order to make sense of the world through the creation of imagined characters and situations and the relationships and events that they encounter. The curriculum will encourage students to develop confidence in speaking and emotional literacy through verbal and physical expression. It will develop reading skills and vocabulary through interaction with play texts and fictional stories.

Half Term 1 Folklore and Puppetry	Half Term 2 Soundscapes	Half Term 3 Charlie and the Chocolate Factory	Half Term 4 Goodnight Mister Tom	Half Term 5 Camelot	Half Term 6 Melodrama
Why teach Folklore here? This is the first opportunity for students to experience narrations and story through Grimm's Fairy Tales and Puppetry. Students re-interpret existing fiction into a new form of creative expression. Reading Carol Anne Duffy's Grimm's Tales improves literacy and comprehension and puppetry enhances physical expression.	**Why teach Soundscapes here?** Soundscapes builds on vocal techniques developed in the folklore scheme and introduces students to the idea of using themselves as props and effects which will be built upon during the Charlie and the Chocolate factory scheme of work. This scheme develops ensemble as students learn to combine sounds together as part of an acoustic narrative.	**Why teach CATCF here?** This scheme of work combines literacy with physical theatre and character work. Students are introduced to a script for the first time and must learn lines as part of the assessment. Students will have to take knowledge from passage of text and adapt these into their own performances.	**Why teach GMT here?** This scheme further builds on links with literacy as another book is used as a basis for character and context. This scheme has historical links and students create a news report based on the blitz to understand the time period and context. Again, students have to adapt passages of prose into scripted performances and also learn how to visualise scenes through still image.	**Why teach Camelot here?** This scheme looks at application of Drama in the community, using Boal's Forum Theatre to consider Arts funding from the council for a theme park. Students also consider the creative design of the park looking at medieval performance styles and modern re-interpretation in the form of Spamalot. Puppetry is also used to express characters in the park.	**Why teach Melodrama here?** Melodrama is an important genre and time period, as acting transitioned from comical restoration performances in more nuanced naturalism. This scheme teaches students the exaggerated nature of melodramatic physical expression and characterisation as well as the importance of the genre in theatrical history.
National Curriculum Links Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**National Curriculum Links** Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**National Curriculum Links** Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**National Curriculum Links** Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**National Curriculum Links** Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Perform Dances using advanced Dance techniques within a range of Dance styles and forms.	**National Curriculum Links** Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Teaching Folklore here supports: Reading and literacy Vocal expression Physical expression Language comprehension	**Teaching Soundscapes here supports:** Ensemble Vocal Work Physical Theatre	**Teaching Charlie here supports:** Character development Literacy Memory and knowledge recall	**Teaching GMT here supports:** Historical knowledge Character development Literacy skills Script work	**Teaching Camelot here supports:** Dance theory and practise Citizenship Musical expression Improvising Rehearsing	**Teaching Melodrama here supports:** Characterisation Slapstick comedy Historical context Penny Dreadful Literature.