

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?	Why teach Soundscapes here?	Why teach CATCF here?	Why teach GMT here?	Why teach Camelot here?	Why teach Melodrama 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.	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.	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.	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.	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.	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	National Curriculum Links	National Curriculum Links	National Curriculum Links	National Curriculum Links	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.	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.	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.	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.	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.	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	Teaching Soundscapes here supports:	Teaching Charlie here supports:	Teaching GMT here supports:	Teaching Camelot here supports:	Teaching Melodrama here supports:
Vocal expression Physical expression Language comprehension	Ensemble Vocal Work Physical Theatre	Character development Literacy Memory and knowledge recall	Historical knowledge Character development Literacy skills Script work	Dance theory and practise Citizenship Musical expression Improvising Rehearsing	Characterisation Slapstick comedy Historical context Penny Dreadful Literature.