

Year 7 - Autumn

Term	Autumn 1
Topic	Introduction to Drama
Big Question	<u>What is Drama? How can we create performance work using a starting point?</u>
Concepts	<p>Characterisation Facial Expression Body Language Thought-tracking Narrative Role Play Physical Theatre Cross cutting</p>
Knowledge	<p>Why is a strong characterisation important in performance? How can we achieve realistic characterisation in performance? What is thought tracking?</p>
Skills	<p>Develop ability to create a successful portrayal of character in performance. Develop ability to understand narrative and explore own interpretations of a well-know story. Develop communication skills when working as a team to listen, share and advise with peers.</p>
Common Misconceptions	Drama is simply about standing up and delivering lines when performing as a character. Performances are one dimensional and linear in structure.
Key Vocabulary	<p>Characterisation Interpretation Abstract Embodiment Physical Embodiment Expression Vocality</p>
Assessment Points	<p>Regular peer and self-reflection when watching the work of others Consistent verbal feedback offered by the teacher on small scenes created in class. Mid unit written reflective questions in booklet based on performance created, based on Roald Dahl characters and themes. End of unit assessment: Final performance of a Roald Dahl story and scene of their choice. Students will be able to include dramatic devices such as cross cutting and freeze frames for dramatic effect, as well as interpreting stereotypical characters with voice, expression and body language.</p>
Diversity, Inclusion and Personal Development	<p>Roald Dahl stories that are used include a wealth of different characters, ethnicities, and backgrounds. These can be adapted and changed to suit the individual needs of the group. Interpretation can be based on each individual's diverse experience in life which will compliment their work. When creating own performances, pupils have complete control over which stories they would like to focus on and develop. Characters are always advised to be non-gender specific so that any student can take on the role of any character, regardless of gender, age and background.</p>
How parents can be of support	<p>Discussions with pupils on what skills have been explored in lessons. Help pupils to access film / TV / video clips to expose them to a wealth of diverse acting styles. Testing knowledge of key words in the glossary in the assessment booklet to ensure pupils know what they are and why they are used in theatre.</p>
Extra Curricular Links – further/wider reading, TV or film, useful websites etc.	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> • Watch short clips of Roahl Dahl's work on YouTube to support skills and short scenes we are looking at in class. • Watch different examples of facial expression, body language and emotive expression in films and short clips.