

Medium Term Planning Document: DRAMA Year 7 2024-2025

Curriculum Intent:

Curriculum Intent Statement:

Intent, Implementation, and Impact Statement for Drama in a Secondary School

Drama vision at Northampton Academy: Miss Henry-Moore's WHY

Our drama curriculum at Northampton Academy should...

- A. **Prepare pupils for their future through the core transferrable life skills that the subject gives you, including confidence.**
- B. **Promote a love for drama and acting, giving pupils a creative outlet.**
 - 1) **Provide a safe space for expression, giving pupils a forum to explore their voice on matters of importance.**
- D. **Support the growth of a performing arts culture at Northampton Academy, linking into our character values with leadership opportunities and initiatives to give back to the community.**

Intent

1. Cultural and Artistic Awareness

The intent behind the Drama curriculum in this Secondary School is to help pupils develop a deep cultural and artistic awareness. Through the study and practice of drama, pupils will explore a range of theatrical forms, genres, and styles, as well as engage with diverse cultural and historical contexts, providing cultural capital. This will enable them to develop a strong understanding of the importance of drama in society and embrace its wider cultural significance.

2. Creativity and Expression

The Drama curriculum aims to cultivate pupils' creativity and expression. Pupils will have opportunities to devise, perform, and critically analyse dramatic pieces, encouraging them to explore their imaginations, experiment with different approaches, and take risks in their creative choices. Through these experiences, pupils will enhance their communication skills, self-confidence, and self-expression, both on and off the stage.

3. Collaboration, Teamwork and Leadership

Another crucial aspect of the Drama curriculum is to foster collaboration and teamwork. Pupils will engage in group work, ensemble performances, and devised projects that require effective communication, co-operation, and shared responsibility. This will help them develop essential skills in working collaboratively, respecting diverse opinions, and resolving conflicts, contributing to their personal and social development.

In addition to this, leadership skills are nurtured in Drama too: pupils have the opportunity to lead their group on a vision and part of their assessment criteria will begin to introduce leadership and challenge success criteria, in addition to 'director tasks,' giving learners the opportunity to speak up and shape their group's piece.

4. Critical Thinking and Analysis

The Drama curriculum intends to enhance pupils' critical thinking and analysis skills. Through the study of texts, performances, and theatrical techniques, pupils will learn to interpret and evaluate dramatic works, understanding the intentions of playwrights and directors. They will develop the ability to analyse performances, identify design elements, and critically reflect on their own and others' work, thus nurturing a more discerning and reflective approach to the subject.

5. Empathy and Understanding

Building empathy and understanding is a key part of the Drama curriculum's intent. Pupils will explore a variety of roles, characters, and situations, enabling them to appreciate different perspectives and experiences. Through drama, pupils will learn to empathize with others, explore complex social issues, and develop a greater awareness and understanding of diverse cultures, backgrounds, and identities.

'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- We begin with an 'Introduction to Drama' scheme where the fundamental performance conventions are taught. These are techniques which will be used throughout KS3, 4, 5 and professional theatre. This unit is designed to promote our character values (see [Long term planning curriculum planning.pptx](#)) whilst encouraging empathy skills and humanising refugees. This unit should also broaden pupils' perspectives by providing them with global awareness and cultural understanding. This unit also covers basic devising from a stimuli skills, which will be built upon throughout KS3.
- Following this we move on to 'Pantomime'. This scheme covers more basic drama techniques that will be built and relied upon in future learning. There is also some basic script work, with an introduction to stage directions, and also the first of many theatrical styles which pupil will be exposed to. This unit will give pupils an insight into the history of pantomime across various historical periods.
- Next, we move onto 'Darkwood Manor', a student-in-role and teacher-in-role unit. This has been designed to really ignite a passion for drama, with teachers modelling characterisation for pupils. This unit is also designed to develop the skill of narration/ storytelling and introduce pupils to choral speech.
- The following unit will look at extracts from Macbeth and has been chosen to educate pupils on this core practitioner and one of the most famous Shakespearean plays, but breaking down the text into something accessible, helping pupils in their future English literature examinations. Furthermore, it will give pupils another opportunity to develop their choral speaking skills and develop their characterisation skills. This will revisit the skill of scriptwork in more detail, as a KS3 deficit noted is that scripts are often just read, rather than performed.
- Half-term five's unit will make up Year 7's end-of-term assessment. The purpose of this unit is to introduce pupils to modern day practitioners (Kneehigh and Complicite) who are still working in the field and for pupils to understand different performance conventions and techniques used by them. Pupils will learn more practitioner-specific conventions, putting them in a good position for future learning, where these can be used when pupils devise their own pieces of theatre.
- To finish the year, once again, to create that love of theatre, pupils will study Matilda. Pupils will look at the genre of musical theatre and develop characterisation skills. Pupils will be introduced to some stage configurations (proscenium arch and thrust) and positionings, giving them a strong foundation for Year 8.

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Drama	Year 7 – Module 1			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy Lesson
Introduction to Drama. Links to SOW Year 7 Autumn SOW.docx	Lesson 1: Recall what a still image is and know how to use it to highlight the most important parts of a plot.	Bell work quizzes MWB formative assessment in lessons Spotlight: showing work back Whole class teacher feedback (see lesson 4 and 5 for link) Peer feedback EOT summative assessment link Year 7 EoT assessment sheet October.docx	Week 1 HT1 still images YR7.pptx	Vocal and Physical Skills
	Lesson 2: Create a thought track that reflects how it would feel to be forced to flee your home country and leave your loved ones/ belongings/ home behind.		Week 2 HT1 thought tracking Yr7.pptx	Use of Voice in Performance
	Lesson 3: To know the difference between narration and a thought track		Week 3 HT1 Narration Yr7 .pptx	Still Images
	Lesson 4: Know how to evoke a strong emotional response from my audience when performing.		Week 4 HT1 Preparing for teacher feedback NEED TO LAMINATE CARDS.pptx	Vocal Skills in Performance
	Lesson 5: Perform a mock performance to an audience .		Week 5 Teacher Feedback Lesson.pptx	
	Lesson 6: 1. Recall my feedback . 2.Create an emotive piece of theatre on areas that interest me/ my group.		Week 6 Prep for EOT.pptx	
	Lesson 7: Polishing and perfecting our final performance, which will make up our mid-year practical assessment.		Week 7 Reflecting on own performance and prep for EOT.pptx	

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	<p>Lesson 8: Review our progress against our initial teacher/ peer feedback and perform our final performance for our mid-year practical assessment.</p>		<p>Week 8 final EOT performance Yr7.pptx</p>	
	<p>Key Words: Seen in KOs in bell tasks (and potentially in practical work, if safe) and always on the board HT1 KO Yr7 original.pptx</p> <ul style="list-style-type: none"> ● Still images ● Thought tracking ● Narration (3rd person) ● Scene ● Character ● Characterisation ● Devising ● Stimulus ● Evaluation and showcase ● Hotseating ● Realistic ● Facial expressions ● Gestures ● Body language ● Proxemics ● Power/ status ● Actor ● Director ● Designer ● Refugee ● Asylum seeker ● Migrant ● Immigrant ● Political unrest ● Human rights violation. 			<p>Link to KO: HT1 KO Yr7.pptx</p>



Drama	Year 7 – Module 2			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Pantomime	1) History of panto Recall where pantomime originally came from and its history. Use effective narration in a pantomime extract.	Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	1. History of panto Yr7.pptx 1. Snow White Resource to print.docx	Stock Characters and masks
	2) Stock characters. Use my characterisation skills to create a recognisable stock character.		2. Stock characters Yr7 Panto.pptx	
	3) Revisiting thought tracking and applying to a script. Thought tracking		3 Thought tracks and Panto.pptx 3. Resource for week 3 Little-Red-Riding-Hood-Play-Script.docx	Stock Characters
	4) Create an aside and apply to current work. Teacher feedback lesson here too.		4. Asides Panto.pptx	
	5) Audience participation Review our performance from last week's lesson and set ourselves a target from this. Understand what audience participation is.		5. Self assessment and audience participation.pptx 5. peter pan resource .docx	Thought Tracking
	6) Use the skills I've learnt in this topic and apply to my final assessed performance		6. EOT preparation for Yr7.pptx	Eye Contact, Proxemics and Movement

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	<p>7) Assessment lesson Use the skills I've learnt in this topic and apply to my final assessed performance</p>		<p>7. Assessment lesson Panto.pptx 7. Cinderella script resource .docx</p>	
	<p>Key Words: Seen in KOs in bell tasks (and potentially in practical work, if safe) and always on the board Narrator, stock character, aside, role-on-the-wall, hot-seating, dramatic irony, audience participation, slapstick comedy. HT2 KO Yr7 Panto.pptx</p>			

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Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

This assessment will be formed of three parts and marked out of 100. It will be broken down as follows:

- Ongoing assessment of rehearsal process during lessons – **32 marks**
- Assessment of performance – **48 marks**
- Written assessment of knowledge and key terminology – **20 mark**

Drama	Year 7 – Module 3			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Darkwood Manor		Bell Work Recall Quizzes		Pace, Pause and Tone in Performance
		MWB formative assessment in lessons		
		Spotlight: showing work back		Response to a Stimulus
	Key Words: Tone, Volume, Pace, Pitch, Soundscape, Split stage.			

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Drama	Year 7 – Module 4			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Exploring Shakespeare: Macbeth		Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	Shakespeare	Shakespeare's Language
				Adding Movement to Shakespeare
			Macbeth	Performing Tragedy
				Imagery and Rhythm in Shakespeare
			Key Words: Prologue, narrator, Globe Theatre, Unison, Ensemble, Facial expression	



Drama	Year 7 – Module 5			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Contemporary Practitioners	1. Introduction to Contemporary Practitioners	Bell Work Recall Quizzes Spotlight: showing work back Written evaluation on performances	1. Introduction to Contemporary Practitioners.pptx	https://www.thenational.academy/teachers/programmes/drama-secondary-ks3-l/units/live-theatre-responses-becoming-a-critic-d7a4/lessons/introduction-to-live-theatre-lighting-and-sound-design-cctkar
	2. Theatre de Complicite		2. Theatre De Complicite1.pptx	https://www.thenational.academy/teachers/programmes/drama-secondary-ks3-l/units/live-theatre-responses-becoming-a-critic-d7a4/lessons/developing-analytical-comments-for-live-theatre-c9h34c
	3. Melly Still		3. Melly Still update.pptx	https://www.thenational.academy/teachers/programmes/drama-secondary-ks3-l/units/live-theatre-responses-becoming-a-critic-d7a4/lessons/forming-an-evaluative-response-for-live-theatre-c9gp8c
	4. Kneehigh Theatre Company		4. Kneehigh update-more relevant to our EOY practical assessment.pptx	
	5. EOT practical preparation		5. EOT prep Yr7.pptx ce-hansel-and-gretel-story-124711.pdf	
	6. Practical assessment lesson		6. Practical assessment EOY.pptx	

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	Key Words: Physical theatre, Movement, Jacques Lecoq, Frantic Assembly, Body Language, Facial Expression, Non-naturalistic, Multimedia.	
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Drama		Year 7 – Module 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Matilda		Bell Work Recall Quizzes Spotlight: showing work back Written evaluation on performances		
		Key Words: Physical theatre, Movement, Jacques Lecoq, Frantic Assembly, Body Language, Facial Expression, Non-naturalistic, Multimedia.		

Summative Assessment:

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Pupil End of Year Assessments will take place at the end of half-term 5 and at the beginning of half term 6. These will cover all content taught in the year. This assessment will inform pupil Rank Order in the subject.

This assessment will be formed of two parts. It will be broken down as follows:

- Practical assessment (marked /40, with 10 marks for each area)
- EOY Knowledge Test (currently marked /20) but to be increased to 30 or 40, with guidance from KDA.)

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Drama	Year 7 – Half Term 6			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Oak Academy lesson
Evacuation				https://www.thenational.academy/teachers/programmes/drama-secondary-l/units/approaching-text-bringing-it-to-life-c00e/lessons/characterisation-6tj3
				https://www.thenational.academy/teachers/programmes/drama-secondary-l/units/approaching-text-bringing-it-to-life-c00e/lessons/pace-pause-and-tone
				https://www.thenational.academy/teachers/programmes/drama-secondary-l/units/approaching-text-bringing-it-to-life-c00e/lessons/eye-contact-proxemi-cnk36d
Key Words: Endowing, Suspension of Disbelief, Whole Group Image, Spontaneous Improvisation.				

