DRAMA Year 7 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1/2	Spring term 2 (2/3 weeks)	Summer Term 1	Summer Term 2
Ethos Links	**STEM** - Creativity, innovation, communication skills. **Character -** Students will learn communication skills, teamwork, respect and understanding of different characters linking to individuals within society. **Learning Habit -** Social – listening, communicating, planning & organising.	**STEM -** Short- and Long-Term memory skills, creativity, innovation, communication skills. **Character –** Students will develop communication skills, teamwork, appreciation for Drama, listening, evaluation and peer assessment skills. **Learning Habit:** Social, Cognitive – creating, imagining, innovating, making links and applying knowledge, analysis, and evaluation.	**STEM -** Short- and Long-Term memory skills, creativity, innovation, communication skills. **Character –** Students will develop communication skills, teamwork, appreciation for Drama, listening, evaluation and peer assessment skills. **Learning Habit:** Social, Cognitive – creating, imagining, innovating, making links and applying knowledge, analysis, and evaluation.	**Stem:** Innovative, creativity, imagination, modern day technology. **Character:** Students develop their analytical and evaluative skills, appreciation for different styles of Drama through the construction of a live theatre review. **Learning Habit:** Social, Cognitive, Reflective - analysis, and evaluation, research, reasoning and making judgements, making links and applying knowledge, questioning and noticing (finding evidence).	**STEM –** Analysis of a piece of drama, evaluation of a scene and its effectiveness using key words. **Character –** Students will learn to respect for Writer's craft and responsibility of working in groups to create pieces of drama to reflect the writing in the script. **Learning Habit:** Social, Cognitive, Emotional – thinking, concentrating, questioning.	**STEM –** Analysis of a character, evaluation of a scene and its effectiveness using key words. Creativity and innovation. **Character –** Students will learn about specific Drama forms (Physical Theatre), and specific techniques to reflect an understanding of performance using both verbal and non-verbal communication. **Learning Habit:** Social, Cognitive, Emotional, Reflective – making links and applying knowledge.
TOPIC	**Introduction to Drama/Silent Movies**	**Voice & Masks**	**Greek Theatre**	**Responding to Live Theatre**	**WW1/War Horse**	**The New Colony Devising Unit**
Learning End Points	By the end of this unit students will know and understand: ➢ How to have a group discussion to create a	By the end of this unit students will know and understand: ➢ *Discuss positively devising ideas to*	*By the end of this unit students will know and understand:* ➢ *Communicate positively their devising ideas to plan and create*	*By the end of this unit students will know and understand:* ➢ *Develop, analyse, evaluate, and discuss ideas collaboratively.*	By the end of this unit students will know and understand: ➢ *Communicate positively and begin to compromise devising ideas*	*By the end of this unit students will know and understand:* ➢ *Communicate positively by listening and compromising*

	devised performance. ➢ Learn basic non-verbal Drama skills to a devised performance. ➢ Learn how to use non-verbal communication to tell the plot, main themes, and characters. ➢ Apply non-verbal communication skills to a devised performance.	*create a performance.* ➢ *Apply knowledge of basic Drama skills.* ➢ *Learn basic vocal skill.* ➢ *Learn how to communicate plot, main themes, and characters within the performance.* ➢ *Apply basic vocal skills to a devised performance.* ➢	*performances successfully together.* ➢ *Recognise and apply basic Drama skills.* ➢ *To learn and understand the history of theatre.* ➢ *Learn basic Drama techniques to communicate meaning in a performance.* ➢ *Apply basic Drama techniques to a devised performance.* ➢ *Learn how to use a stimulus to inspire and develop a performance.* ➢ *Learn how to sustain a character throughout their performance.* ➢ *Evaluate basic Drama skills.*	➢ *Analyse and evaluate the use of Drama skills in a live theatre production.* ➢ *Develop analysis and evaluation skills applying their understanding of performance through written evaluations of a live theatre production.*	*for a group performance.* ➢ *Begin to evaluate basic Drama skills.* ➢ *Begin to apply basic Drama techniques to enhance a performance.* ➢ *Apply basic Drama techniques to a scripted performance.* ➢ *Use a script to develop and adapt a performance.* ➢ *To partially maintain a character within a performance.* ➢ *Develop understanding of using Drama techniques to develop characterisation.*	*devising ideas for a group.* ➢ *Recognise, apply, and verbally evaluate basic Drama skills.* ➢ *Recognise, apply, and theoretically evaluate basic Drama skills and techniques.* ➢ *Apply vocal skills, Drama skills and Drama techniques to enhance a performance.* ➢ *Apply Drama techniques to a devised performance to enhance the themes of the performance.* ➢ *Use a script or stimuli to inspire and develop a performance.* ➢ *To understand the importance of Characterisation.* ➢ *To understand the importance of maintaining a character throughout their performance.* ➢ *Learn Drama techniques to*

						develop characterisation.
Key Vocabulary	Body language Levels Facial expressions Gestures Spacing Non-verbal communication Stock characters Mime Silent Movie Melodrama	Body language Facial expressions Gestures Non-verbal communication Voice skills Canon Unison Echo Body awareness Masking	Body language, Levels, Facial expressions, Gestures, Spacing Non-verbal communication Greek Theatre Amphitheatre Chorus Still image Soundscape Physical Theatre Montage Dramatic Irony	Genre Staging Body language Levels Voice skills Facial expressions Gestures Spacing Non-verbal communication Live Theatre Analysis Evaluation	Non-verbal communication Facial expressions, body language, gestures, spacing and levels Still image Montage Improvisation Role-play Split stage Thoughts Aloud Hot seating	Non-verbal communication Facial expressions, body language, gestures, spacing and levels Role-play Hot seating Characterisation Role on the wall