

Drama Long Term Plan Year 7 2019-20

Temperance Term

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|------------|---|---|----------------|----------------|----------------|--------------|---|------------------|--|
| W/C | 2nd September | 9th September | 16th September | 23rd September | 30th September | 7th October | 14th October | 21st October | |
| Topic | Team work | Stages and staging | | | | | | | |
| | Introduction to the use of the Drama studio. Team working skills | Geography of the stage and overview of different types of stage. Exploration of effective staging using a variety of texts taking into consideration movement around the stage, sightlines and creating the idea of status. | | | | | | | |
| Challenge | Identify skills required | Using different types of stage for maximum effectiveness. Appreciation of mis en scene. | | | | | | | |
| Assessment | | | | | | | Performance of unseen script on free choice of stage. Reflection. | | |
| W/C | HALF TERM | 4th November | 11th November | 18th November | 25th November | 2nd December | 9th December | CHRISTMAS | |
| Topic | | Physical Theatre | | | | | | | |
| | | Introduction to non-naturalistic theatre forms. Development of knowledge and understanding of techniques such as Physicalisation, Vocalisation, Restriction, Enlargement and Use of Time. | | | | | | | |
| Challenge | | Integrate Physical Theatre elements seamlessly. Explore use of movement to express abstract ideas. | | | | | | | |
| Assessment | | | | | | | Performance of devised Physical Theatre scene. Reflection. | | |

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Justice Term

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|------------|---|--------------------------|--------------------------|--------------------------|--|---------------------------|------------------|
| W/C | 6 th January | 13 th January | 20 st January | 27 th January | 3 rd February | 10 th February | HALF TERM |
| Topic | Darkwood Manor | | | | | | |
| | Exploring and developing character through structured role play, Role-on-the-Wall and improvisation. Exploration of the creation of atmosphere and mood through the use of sound and lighting. | | | | | | |
| Challenge | Focused, consistent performance showing commitment to role and high level use of detail. Effectively sustained creation of mood and atmosphere through characterisation supported by technical effects. | | | | | | |
| Assessment | | | | | Performance of group developed, character-driven story containing multiple scenes. Reflection. | | |
| W/C | 24 th February | 2 nd March | 9 th March | 16 th March | 23 rd March | 30 th March | EASTER |
| Topic | Melodrama | | | | | | |
| | Introduction to historical genre. Exploration of Stock characters, story structures and physicality tracking the influence of the genre through to silent cinema. | | | | | | |
| Challenge | Successful integrated application of all genre elements in an original form | | | | | | |
| Assessment | | | | | Performance of a modern Melodrama utilising genre elements. Reflection. | | |

Drama Long Term Plan Year 7 2019-20

Courage Term

| W/C | 20 th April | 27 th April | 4 th May | 11 th May | 18 th May | HALF TERM |
|------------|---|------------------------|--|---|-----------------------|----------------------|
| Topic | A Midsummer Night's Dream | | | | | |
| | Exploration of key aspects of the text and the thrust stage. Development of characters and staging based on the text. Focus on voice projection, enunciation and the use of voice. | | | | | |
| Challenge | Clear and fluent understanding and delivery of Shakespearian text. Successful application of variety of staging and interpretative forms. | | | | | |
| Assessment | | | | | | |
| W/C | 1 st June | 8 th June | 15 th June | 22 nd June | 29 th June | 6 th July |
| Topic | A Midsummer Night's Dream | | | Improvisation | | |
| | Continued | | | Exploration of prepared and instant improvisation. | | |
| Challenge | Continued | | | Developed listening skills, ability to advance an improvised scene, successful application of all fundamental principles. | | |
| Assessment | KS3 Internal Exams | | Performance of interpretation of The Dream incorporating original text. Reflection. | | Continuous assessment | |