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| Year | **7 Term 1&2** |
| Topic | **Thematic Topic: Exploration of Drama Conventions / Cultural Capital – City of Culture** |
| **Lesson**  | **Key aim/title/objective of the lesson?** **These may stretch over a number of lessons as appropriate** |
| 1 | **Introducing drama:** Group work activities - understanding the meaning of performance – **Terminology:** **Stage, performance space, character, acting, role.** |
| 2 | Exploring how to create and develop character – **Terminology: role, characterisation, vocal, physical, facial expression.** |
| 3 | **Introducing a storyline/theme** – developing improvisation. **Terminology: Improvisation, role play, narrative, plot, rehearse.** |
| 4 | **Creating narrative** – developing storyline using theme. **Terminology: narrative, scenes, plot, character relationships, mood and atmosphere.** |
| 5 | **Improvisation** - perform and sustain informed role play in short dramatic scenes. **Terminology: Improvisation, devising, scenes, rehearsal, spatial awareness** |
| 6 | **Characterisation** - perform a character’s body shape and physicality and sustain them throughout performance. **Terminology: characterisation, body language, gesture, facial expression, action, movement.** |
| 7 | **Characterisation** - creating dialogue and perform a character’s vocalisation and sustain it throughout performance. **Terminology: dialogue, tone, pitch, projection, accent, delivery.** |
| 8 | **Exploring drama conventions** - apply drama conventions such as Freeze Frame, Hot Seating and Thought Tracking. **Terminology: Freeze Frame, Still Image, Hot Seating, Thought Tracking, conventions, effect.**  |
| 9 | **Exploring drama conventions** - use a variety of dramatic conventions to explore and inform improvisation. **Terminology: conventions, exploration, characterisation, Freeze Frame, Still Image, Hot Seating, Thought Tracking.** |
| 10 | **Devising drama** - improvise, perform and sustain informed role play in short dramatic scenes. **Terminology: Devising, rehearsal, refine, create, scene.**  |
| 11 | **Staging** **and Audience Awareness** – **Terminology: staging, blocking, stage positioning, entrance, exit, audience, centre stage, end on.** |
| 12 | **Staging and Scene change -** stage improvised scenes to establish and communicate setting and location. **Terminology: scene, staging, transition, pace, off stage, transition.**  |
| 13 | **Rehearsal of performance work –** revisit key concepts and feedback, peer assessment. **Terminology: sustain character, devising, end on staging, audience, positioning.** |
| 14 | **Final performance of group work –** assessed performance work. **Terminology: all of the above**  |
| **Key vocabulary and/or key reading**Key terminology:role, characterisation, vocal, physical, facial expression, narrative, scenes, plot, character relationships, mood and atmosphere, improvisation, facial expression, gesture, action, movement, dialogue, Freeze Frame, Still Image, Hot Seating, Thought Tracking, conventions, rehearsal, effect, plot, staging, transition, setting, audience. Exploration of script and text **Numeracy Opportunities**  |

**How does this topic build on *prior* learning?**

* Creating character and techniques of characterisation (English/School production -Primary school)
* Creating and developing narrative (English – Primary)
* Exploration of social/moral themes and issues – through PSHCE (Primary School)

**How does the work during this topic prepare for future learning?**

* Builds and links with the year 8 curriculum – exploration of Mime, Characterisation, Script, genre and style.

**How will learning be assessed and feedback provided in this scheme?**

* Process and performance. Application of skills in performance outcome to communicate roles within the ‘city of culture’ contexts created. Defining and sustaining character physically and verbally to meet the need of context. Context defined with teacher materials. Learner application and management of dramatic conventions to construct drama scenes.
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* Performance outcome – application of skills in recorded performance.
* Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied
* Working notebook content
* Peer assessment

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| **Personal Development** |
| How is this topic developed beyond the classroom? Eg **learning passport?** | * Extra-curricular rehearsal opportunities, production and group collaboration opportunities. Y7 celebration assembly.
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| How are **Careers/ IAG** links built into this lesson sequence? |  |
| **Relationship Sex and Health Education.** | * Exploration of relationships and themes of health through the narrative devising process of work within storyline.
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| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | * Themes of Citizenship/Social/ Moral explored throughout the devising and script work – exploration of character and devising storyline. Cultural Capital content in City of Culture context – war, family and community cohesion.
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