ST. MARK'S CE SCHOOL
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Year 7

7.1 Autumn Term – Introduction to Drama

Curriculum Content	Progression in Key Strands	Rationale
Intro to Drama Explorative, building relationships, team work ' A day in the life' - Re-visit from key stage 2 reading curriculum: tone, volume and action Introduce terminology Role Scene Character Slow Motion Face Tableaux Space (levels). Fourth Wall Mime -students are introduced to audience positioning	**Responding** Students to respond to fictional scenarios giving thought to how their character may react and what could happen next **Devising** Students devise work based on their response to a scenario and build dialogue, mime and movement. **Performing** Students will perform their work to each other considering Believable relationships, facial expressions and configuration of space. **Evaluate** Opportunity to evaluate students' own work and others' work through discussion after performance. Students are encouraged to pick out where they can see the key skills being used in preparation for responding to a script when looking at 'Ernies'.	In key stage 2 students will have experimented with tone, volume and action when reading playscripts and performing poetry - this will be revisited and developed further, growing confidence in the use of projection, pitch, pace, pause, tone and emphasis. This initial unit then introduces the foundational key skills of drama as a discipline such as face, tableaux and awareness of how to use their bodies in space. Students learn to evaluate their own and others' performances, focusing on Believable relationships and facial expression.

7.2 Spring term/7.3 Summer Term – 'Ernies' Script Reading

Curriculum Content	Progression in Key Strands	Rationale
Reading and speaking Ernies explores the imagination of a young boy. His parents are concerned and send him to the doctors. Revisit from 7.1 Facial expressions, tableaux , tone and voice, dialogue, characterisation.	**Responding** Beginning with group reading of Ernies as a class focusing on use of voice, students begin interpreting who these characters are to them. **Devising** Working in groups students will begin using the script to create their version of 'Ernies'. Review use of facial expressions, tableaux and characterisation. Students begin to take professional roles whilst devising such as: - Technical Director - Lead Actor	Moving on from improvisation in 7.1, students begin to thoughtfully respond to text and determine the specific roles in drama such as, Technical Director, Lead Actor, Group leader, Rehearsal director, Improvement office. Whilst revisiting performance and devising skills from the autumn term, students are then introduced to physical theatre and stereotypes.

Review concept of stereotyping from PD. Introduce new themes/knowledge including: Physical Theatre Exaggeration Prologue Stage Directions Body Language Narration Professionalism	- Group leader - Rehearsal director - Improvement office Whilst devising, the rehearsal director will play a key role in leading the group whilst the lead actor will be needing to self-reflect on the skills they are showing and using resources to self-improve. **Performing** When rehearsing for preparation for performing, students will be directed to focus on specific skills for a specific amount of time. These skills will be layered on to their performance lesson by lesson. The Improvement officer takes on a lead role at this stage to ensure the group have included all of the skills we have looked at (outlined on the knowledge organiser). **Evaluate** Opportunity to evaluate students' own work and others work through discussion after performance. Students are encouraged to pick out the key physical skills we have explored.	Students will understand professionalism in theatre and practice skills to rehearse and refine independently ready for year 8.

Year 8

8.1 Autumn Term – Slapstick

Curriculum Content	Progression in Key Strands	Rationale
Revisit from 7.7/2/3 Mime, facial expressions, exaggeration, use of space and blocking. Introduce new themes/knowledge including: -four conventions of Slapstick -absurd comedy	**Responding** Students to respond to videos of Slapstick comedy. They will respond to the four conventions of slapstick. **Devising** Students devise work based on their response to a scenario, the four conventions of Slapstick as well as mime, **Performing** Students will perform their work to each other considering absurd comedy, facial expressions, exaggeration. **Evaluate** Opportunity to evaluate students' own work and others' work through discussion after performance. Students are encouraged to pick out where they can see absurd comedy, four conventions of slapstick, effective facial expressions, use of space and blocking.	Moving on from 7.3 students begin to understand what makes comedy and specifically look at slapstick and the four conventions. Students will begin to explicitly identify the individual performance skills.

8.2 Spring Term – Panto

Curriculum Content	Progression in Key Strands	Rationale
Revisit from 8.1 absurd comedy from Slapstick, exaggeration, facial expressions and blocking	**Responding** Students respond to the panto script of Cinderella. Their knowledge of humour and slapstick will support them in understanding the story line and commercial elements. **Devising**	Leading on from 8.1, students learn about panto, the conventions as well as classic stories from fairy tales. The devising of their performance, sourcing costumes, making various artistic decisions gives students an

| Introduce new themes/knowledge including:

- method acting
- Pitch, pause, power, pace. | Students will perform their own version of a Panto using the conventions of Panto they have learnt. Introduction of method acting and a recap of absurd comedy from Slapstick.

Performing
Students learn the four P's to refine their performance. Experiencing comedy timing and how it works.
Pitch, pause, power, pace.
Evaluate
Opportunity to evaluate students' own work and others' work through discussion after performance. Students are encouraged to pick out where they can see use of Pitch, pause, power and pace, exaggeration, facial expressions and blocking. | authentic experience of what it is like to be in a theatre company. |

8.3 Summer Term – Darkwood Manor

Curriculum Content	Progression in Key Strands	Rationale
Revisit from 7.1 character (physical and vocal skills), 8.2 method acting Introduce new themes/knowledge including: - sound scaping	**Responding** Students respond to a contrasting stimulus for their last topic. Teacher in role will show the students how to deepen their knowledge of character. **Devising** Recap of method acting and introduction of Sound scaping. Students will create their own work based on scenarios. Focusing on character and the details required to enhance performance. **Performing** Students perform their work using physical and vocal skills **Evaluate** Opportunity to evaluate students' own work and others' work through discussion after performance. Students are encouraged to pick out where they can see effective characterisation and why. Students will be able to identify what makes a character believable and comment on the physicality and voice of the actors. Evaluation of production and sound scaping will be identified in other people's work.	Leading on from 8.2, students have more freedom in creating their characters and refining skills to show this to the audience. The introduction of Sound scapings broadens their experience of Drama and gets students to start thinking what else makes an effective performance as well as the acting ready for year 9.