

Year 7 Drama Curriculum Review

Areas of Learning

- Physical theatre/comedy
- Shakespeare text: e.g. The Tempest
- Chorus
- Poetry in performance
- Creating, adapting and sustaining roles for performance
- Devising from different stimuli
- Writing in response to performance (e.g. evaluations, writing in role, poetry)
- Scripting
- Reading and performing scripts
- Evaluating and applying knowledge and understanding
- Understanding different dramatic conventions

Approaches to learning

- Examining historical context, character presentation and relationships (e.g. in The Tempest)
- Activity related drama warm ups and games
- Working in groups to create freeze frames, soundscapes, mind traps, mime sequences, short improvisations or devised scenes
- Working in groups to direct and perform pieces of script
- Hot-seating and thought-tracking
- Writing new scenes or characters into a story or poem
- Reading and performing poems and scripts as a chorus and individually
- Responding to text through various forms of writing (script, letters, diaries)
- Structuring improvisations and performing devised and scripted plays
- Responding to performances: To evaluate a piece of drama taking into account atmosphere, staging pace, movement, gesture and delivery of lines and the needs of an audience

Examples of learning

Read 'Lorry poem' which tells the story of human trafficking from the perspective of a child. In groups of four/five pupils create still images of each stanza and decide which lines will be spoken by 'characters' and which by a narrator. Present poem as an illustrated visual story.

Read for HW Chapter 2 of 'Harry Potter and the Philosopher's stone'. Hot-seat the characters of 'Harry' and 'Dudley' in groups of five. In the same groups create a soundscape to show what it was like for Harry to wake up in the closet under the stairs. Present and discuss.

References

National Curriculum for England 2014 – English KS3

Drama in schools: Arts Council England