

## Year 7 Long Term Plan – DRAMA

**AIM:**

Term Period	Autumn 1st Half Term	Autumn 2 <sup>nd</sup> half term		Spring 1st Half Term	Spring 2 <sup>nd</sup> half term		Summer 1st Half Term	Summer 2 <sup>nd</sup> half term	
<b>Scheme of Work Title</b>	Drama basics	Physicality	Christmas Holiday	Darkwood Manor	Character	Easter Holiday	Commedia	Storytelling/Stimulus	Summer Holiday
<b>Intent/Aim</b>	To introduce students to the basics of Drama, introducing Drama skills to students. To teach students collaborative skills.	To teach students how use physical theatre. To physically create objects and things. To physically create character.		To explore the story of Darkwood Manor through the medium of Drama. To build on learned Drama skills and introduce new skills.	To know and understand how to create and develop a character.		To know and understand the conventions of Commedia and apply in student sown work.	To explore the art of storytelling using Drama skills learned this year. To use a stimulus as a starting point for your drama. Consolidation of skills learned in Yr7.	
<b>Drama Knowledge/Skills</b>	The 3 C's: Cooperation, Control, Communication Still Image	Physical Theatre Movement Body Language Facial Expression Space Levels		Physical Theatre Storytelling Improvisation Direct Address Mime	Character/Role play Facial Expression Voice Movement Body Language		Characteristics Movement Facial Expression Body Language	Character; body language, facial expression, movement, vocal techniques	

	Thoughts aloud Character Team work Improvisation Body Language Facial Expression Voice Movement Co-operation, Applause, Freeze Discussion, Observation, Evaluation Role play, freeze frame, mime levels, stillness, silence, Connection, transition Empathy, Stimulus, Spontaneous improvisation, rehearsed improvisation Solution, Freeze finish, Audience lines	Character Mime Slow Motion Choral Movement Mirroring		Audience Awareness Building Tension Creating mood and atmosphere Playing characters; Villagers, ghosts Thoughts Aloud Split Scene Cross cutting Hot seating Flashback	Still Image Voice (pace, pitch, pause, tone) Staying in role Audience Acting Character motivation		Posture Exaggeration Mime Lazzi Workshops on character	Staying in role Collaboration Still Image Thoughts aloud Split scene Flashforward/ba ck Slow motion Physical Theatre	
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<b>BEST HABITS/ Culture Capital</b>	Bravery: Empathy Respect	Bravery: Empathy Respect		Bravery: Empathy Respect	Bravery: Respect Empathy		Bravery: Respect Empathy	Bravery: Respect Empathy	
	Excellence: Tolerance Perseverance	Excellence: Tolerance Perseverance		Excellence: Curiosity Tolerance	Excellence: Tolerance Perseverance		Excellence: Tolerance Perseverance	Excellence: Tolerance Perseverance	
<b>SMSC</b>	Self Discipline: Self-Regulation	Self-Discipline: Organisation Self-regulation		Self Discipline: Organisation Self-Regulation	Self-Discipline: Organisation Self-Regulation		Self-Discipline: Organisation Self-Regulation	Self-Discipline: Organisation Self-Regulation	
	Team BA: ?	Team BA: ?		Team BA: ?	Team BA: ?		Team BA: ?	Team BA: ?	
	Spiritual: Use of imagination and creativity in their learning. Develop empathy for the character.	Spiritual: Students reflect on their work in progress which demonstrates their willingness to improve. Use of imagination and creativity in lessons.		Spiritual: Ability for students to be reflective about their own beliefs – ghosts. Use of imagination and creativity in their learning – creating scenes/role play/hot seating. Reflecting on their own experiences – discussions about	Spiritual: Enabling students to understand other perspectives and beliefs.  Moral: Looking at different characters, discussing and accepting that different people have different beliefs, viewpoints and perspectives.		Spiritual: Enabling students to be reflective; student feedback on work performed in lessons.  Moral: Looking at character motivation – what makes the characters act the way they do. Think about what motivates	Spiritual: Stimuli based work – social/cultural/p olitical context of stimuli discussed and explored, encourages students to share and discuss their own beliefs and experiences.  Moral: Stimuli – politically/social	
	Moral: Students encouraged to recognise the difference between right and wrong. (Bullying)	Moral: Character development through physical theatre, movement and							

	<p>Social/cultural: Group work; mixed groups, regularly changed to ensure students work with all the students in the class irrespective of gender, race, religion, sexuality, beliefs. Problem solving – encouraged to cooperate and communicate effectively.</p>	<p>mime. Looking at different characters and how different people think and feel in situations.</p> <p>Social/cultural: Mutual respect for one another fostered through collaborative group work.</p>		<p>rumours/gossip/g hosts.</p> <p>Moral: Students encouraged to develop empathy through themed collaborative work which requires them to look at different viewpoints and perspectives.</p> <p>Social/cultural: Mixed groups every lesson. Fostering a culture of tolerance and acceptance</p>	<p>Looking at character motivation.</p> <p>Social/cultural: Mixed groups every lesson. Fostering a culture of tolerance and acceptance</p>		<p>themselves and how they act on these motivations.</p> <p>Social/cultural: Mixed groups every lesson. Fostering a culture of tolerance and acceptance Historical Italian theatre style – learning about the culture and influences at the time.</p>	<p>ly/culturally evocative to provoke thought and discussion around these current topics. Discuss the moral and ethical issues shown.</p> <p>Social/cultural: Mixed groups every lesson. Fostering a culture of tolerance and acceptance</p>	
<b>Transferable Skills</b>	<p>Resilience Communication Teamwork Adaptability Creativity</p>	<p>Resilience Communication Teamwork Adaptability Creativity</p>		<p>Resilience Communication Teamwork Adaptability Creativity</p>	<p>Resilience Communication Teamwork Adaptability Creativity</p>		<p>Resilience Communication Teamwork Adaptability Creativity</p>	<p>Resilience Communication Teamwork Adaptability Creativity</p>	
<b>Assessment Objective/s</b>	<p>No formal assessment.</p>	<p>No formal assessment.</p>		<p>Assessment L4/5 Feedback L5/6</p>	<p>No formal assessment.</p>		<p>No formal assessment.</p>	<p>Assessment L4/5 Feedback L5/6</p>	

	Students continually assessed.	Students continually assessed.		Revisit work/Improve using feedback L6/7	Students continually assessed.		Students continually assessed.	Revisit work/Improve using feedback L6/7	
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## Year 8 Long Term Plan – DRAMA

AIM:

Term Period	Autumn 1st Half Term	Autumn 2 <sup>nd</sup> half term		Spring 1st Half Term	Spring 2 <sup>nd</sup> half term		Summer 1st Half Term	Summer 2 <sup>nd</sup> half term	
<b>Scheme of Work Title</b>	Charlie and the Chocolate factory	Oedipus	Christmas Holiday	Wacky Soap	Improvisation	Easter Holiday	Brecht Practitioner focus (Social Media)	Devising	Summer Holiday
<b>Intent/Aim</b>	To introduce students to the story of CCF through the medium of Drama. To re-cap and introduce Drama Skills.	To enable students to explore and understand the story of Oedipus through the medium of Drama. To further develop and		To enable students to explore new Drama skills and re-visit previous learning through the story of Wacky Soap. Wacky soap present social problems	New SOW To introduce students to stimuli and improvisation skills such as park bench and improvisation circle.		To introduce students to the work and ideology of Bertolt Brecht.	Apply Brechtian Skills learned previously and improvisation skills to create a piece of their own issue based Drama.	

		revisit Drama Skills.		through the imaginary idea of wacky soap.				
<b>Drama Knowledge/ Skills</b>	Character Facial Expression Still Image Voice (pace, pitch, pause, tone, volume) Thoughts aloud	Still Image Flashforward Character Facial Expression Voice (pace, pitch, pause, tone, volume) Rehearsed Improvisation Maintaining a believable role.		Prepared improvisation Maintaining a believable role.  To work in a group effectively.  To communicate a story using prepared improvisation.  To use skills such as choral speaking to highlight and convey a message in a presentation for TV  To evaluate our own work	Spontaneous improvisation  Blocking  Rehearsed improvisations  Thinking on your feet.  Exploring a stimulus.  Character  Staying in role  Park bench  Improvisation circle  Yes lets		Teach Brecht – introduction to practitioner.  Direct Address  Song  Exaggeration  Narration  Social Roles  Placards  Social Message  Multi Role  Stereotypes  Montage	Rehearsed improvisation.  Direct Address  Song  Exaggeration  Narration  Social Roles  Placards  Social Message  Multi Role  Stereotypes  Montage  Character

				<p>To explore and evaluate the effectiveness of advertising and propaganda campaigns</p> <p>To maintain a role in a whole class role play</p> <p>To explore 'teacher in role' and 'playwright on the edge'</p> <p>To maintain a role in a role play</p>				
<b>BEST HABITS/ Culture Capital</b>	<p>Bravery: Empathy Respect</p> <p>Excellence: Curiosity Tolerance</p> <p>Self Discipline: Organisation</p>	<p>Bravery: Empathy Respect</p> <p>Excellence: Curiosity Tolerance</p> <p>Self Discipline: Organisation</p>		<p>Bravery: Empathy Respect</p> <p>Excellence: Curiosity Tolerance</p> <p>Self Discipline: Organisation</p>	<p>Bravery: Empathy Respect</p> <p>Excellence: Curiosity Tolerance</p> <p>Self Discipline: Organisation</p>		<p>Bravery: Empathy Respect</p> <p>Excellence: Curiosity Tolerance</p> <p>Self Discipline: Organisation</p>	<p>Bravery: Empathy Respect</p> <p>Excellence: Curiosity Tolerance</p> <p>Self Discipline: Organisation</p>

	Self-Regulation Team BA: ?	Self-Regulation Team BA: ?		Self-Regulation Team BA: ?	Self-Regulation Team BA: ?		Self-Regulation Team BA: ?	Self-Regulation Team BA: ?	
<b>Transferable Skills</b>	Resilience Communication Teamwork Adaptability Creativity	Resilience Communication Teamwork Adaptability Creativity		Resilience Communication Teamwork Adaptability Creativity	Resilience Communication Teamwork Adaptability Creativity		Resilience Communication Teamwork Adaptability Creativity	Resilience Communication Teamwork Adaptability Creativity	
<b>SMSC</b>	<p>Spiritual: Encouraged to explore their own feelings and ideas to find meaning based on the story. Using their imagination and creativity to bring the story to life.</p> <p>Moral: Understanding and appreciating the viewpoint of others. The characters who behave badly all suffer a</p>	<p>Spiritual: First lesson we discuss the idea of destiny – what is it? Fosters discussion and debate about destiny and fate. Encourages students to share their own views and beliefs with their peers.</p> <p>Moral: Incest is theme in the play. We discuss why</p>		<p>Spiritual: Encouraged to explore their own feelings and ideas to find meaning based on the stimuli. Using their imagination and creativity to bring the stimuli to life.</p> <p>Moral: Provokes students to think about what is right and wrong and the consequences of their actions.</p>	<p>Spiritual: Encouraged to explore their own feelings and ideas to explore the scenarios. Using their imagination and creativity to bring the scenarios to life.</p> <p>Moral: Encourages students to think about the issues raised. How they would</p>		<p>Spiritual: Using imagination and creativity to explore Brechtian techniques.</p> <p>Moral: Making the audience think, not feel. Exploring Brecht's alienation techniques to encourage the audience to have a social and moral conscience.</p> <p>Social/Cultural: Collaborative group work,</p>	<p>Spiritual: To present a social issue that is relevant to them. Using Drama to explore their ideas and feelings and present this in a piece of drama to provoke thought.</p> <p>Moral: Using Brecht's alienation techniques to encourage the audience to think and not</p>	



	<p>consequence of their actions, discussion and exploration encourages students to think about their own behaviour and the consequences of their actions.</p> <p>Social/Cultural: Text is a stimuli for their work – exploring the text of Charlie and The Chocolate Factory. The story looks at characters from different backgrounds, discussion is encouraged around the different types of characters presented in the story.</p>	<p>this is illegal, the moral and ethical issues surrounding incest. Encourages them to think about the law and what is right and wrong.</p> <p>Social/Cultural Play written in 430BC Discuss how life was different then compared to now, how he could have married his mother, the age difference, people were married and had children very young. Collaborative group work, mixed groups – race, cultures, religions, beliefs.</p>		<p>Cautionary tale; encourages students to think about their actions and the consequences. Moral dilemma explored and discussed – should the parent buy the soap?</p> <p>Social/Cultural: Law and role of government explored and discussed. View points from different members of the community; teacher, parent, child workers. Social responsibility discussed and explored through TIR (workers delegation)</p>	<p>deal with the situations. What choices they would make.</p> <p>Social/Cultural Collaborative group work, mixed groups – race, cultures, religions, beliefs. Fostering tolerance.</p>		<p>mixed groups – race, cultures, religions, beliefs. Fostering tolerance.</p> <p>Exploration of Brecht and why he wrote his plays – looking at the social, cultural, historical and political context – who is he? Why did he write his plays?</p> <p>Discussing and exploring current social issues that affect our students and the wider community – how could you highlight these through Drama.</p>	<p>feel. Provoking the audience to have a social and moral conscience.</p> <p>Social/Cultural: Collaborative group work, mixed groups – race, cultures, religions, beliefs. Fostering tolerance.</p> <p>Relevant topical issues that relate to our students and the wider community presented through drama.</p>	
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<b>Assessment Objective/s</b>	Assessment L4/5 Feedback L5/6 Revisit work/Improve using feedback L6/7	No formal assessment.  Students continually assessed.		Assessment L4/5 Feedback L5/6 Revisit work/Improve using feedback L6/7	No formal assessment.  Students continually assessed.		No formal assessment.  Students continually assessed.	Assessment L4/5 Feedback L5/6 Revisit work/Improve using feedback L6/7	
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