

WHAT ARE THE BIG AIMS OF YEAR 7?

To introduce learners to the Drama process through Making, Performing and Responding
 To scaffold the 5 elements of Drama as the basis of developing Performance Skills
 To explore different contexts of Drama (Improvisation, Silent Drama, Scripted Performances)

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

Performances have a clear beginning, middle and ending (simple freeze at start and ending).
 Learners are ready to perform with clear roles that are sustained.
 Characterisation is evident and relevant to the piece.
 The 5 Elements of Drama are used with minimal prompting.
 Some basic acting skills are being incorporated to extend performance.
 Leadership skills are starting to develop and individual learners are starting to take risks.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Defining the Beginning, Middle and Ending of a performance.
- Understand the importance of use of the 5 Elements of Drama
- Learn the year 7 Key terms for use in Drama lessons
- Understand the Drama process of Making, Performing and Responding
- Understand how to explore, interpret and perform a scripted performance.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Use of Non Verbal Communication skills (Mime, Physical Theatre, Proxemics, Status and Trust)
- Use of the basic acting skills learnt in different drama contexts (Improvisation, Silent Drama, Scripted Performances)
- Script learning techniques (including the basics of annotating, blocking and developing a script)
- Use of the 5 Elements of Drama as a basis of Performance Skills.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- That they will be allowed to work with their friends all the time.
- That they do not have to perform in front of an audience.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

- Children Playing Improvisation
- Wishing Tree
- Paired Scripts (Quite, Itch and Fish)