



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): Drama			Year group: 7	
Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
Term 1 and 2 (On termly rotation)	Intro to Drama	<p>The basic rules of performance; facing the audience, speaking clearly, making sure you are seen and making the 5ws clear (who, where, what, why and when).</p> <p>How to show emotion in drama by use of body language, facial expression, gesture, stance, space and levels and movement.</p> <p>How to create expression in your voice</p> <p>How to use the drama techniques of still image, narration and role play. Also applying unison and canon to short dialogue for effect.</p>	<ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Working with others</li> <li>• Creating ideas</li> <li>• Applying techniques to create meaning- still image, narration and role play</li> <li>• Applying movement skills to create emotions</li> <li>• Applying the 6ps to create an expressive voice.</li> <li>• Self assessment on work created this term.</li> </ul>	<p>During rehearsals and short group performances the following areas will be assessed:</p> <ul style="list-style-type: none"> <li>• Working with others</li> <li>• Characterisation skills</li> <li>• Confidence in performance</li> <li>• The use of techniques</li> </ul> <p>Pupils to complete a short homework quiz on TEAMS to ensure they understand the terminology used this term.</p>





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		How to use SIR to evaluate their own and others work.	<ul style="list-style-type: none"><li>• Exaggerated pantomime characterisation</li><li>• Working with others</li><li>• Creating and building on ideas</li><li>•</li></ul>	<p>During rehearsals and a short performance of a group performance of pantomime scene(s) the following areas will be assessed:</p> <ul style="list-style-type: none"><li>• Working with others</li><li>• Pantomime characterisation skills</li><li>• Learning and performing scripts</li><li>• Confidence in performance</li><li>• Use of pantomime conventions/techniques</li></ul>
Term 3 and 4 (On termly rotation)	Devising Responding to a stimulus- Lulu poem	How to use a stimulus to develop practical ideas.  To understand, decide upon and explore the 5ws.	<ul style="list-style-type: none"><li>• Characterisation</li><li>• Working with others</li><li>• Creating ideas</li><li>• Applying techniques to create meaning- still image, narration, role play and mime.</li></ul>	<p>During rehearsals and short group performances the following areas will be assessed:</p> <ul style="list-style-type: none"><li>• Working with others</li><li>• Characterisation skills</li><li>• Confidence in performance</li><li>• The use of techniques</li></ul>





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	Exploring and applying	<p>To develop their use of still image and thought tracking.</p> <p>To understand how to build an effective argument.</p> <p>How to create atmosphere and mood with the use of music.</p> <p>To understand what mime is and how to use it effectively.</p> <p>How to structure a scene.</p> <p>To use SIR when evaluating their own and others devised work.</p> <p>To understand what physical theatre is.</p>	<ul style="list-style-type: none"><li>• Applying movement skills to create emotions</li><li>• Applying the 6ps to create an expressive voice.</li><li>• Self assessment on work created this term.</li><li>• Literacy-writing in role</li> <li>• Creating ideas</li><li>• Applying techniques to create meaning-physical theatre and soundscape</li><li>• Applying movement techniques to create meaning.</li></ul>	Pupils to complete a self-assessment on TEAMS on working with others, confidence in performance and use of techniques.
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	physical theatre	<p>To apply physical theatre in a creative way.</p> <p>To create atmosphere and mood via sound-scapes.</p>		
Term 5 and 6 (On termly rotation)	Performing texts	<p>To explore and perform two contrasting texts.</p> <p>How to carry out research to understand the genre, conventions, themes and context of Matilda the musical and Cinderella the pantomime.</p> <p>To understand and explore the acting style required.</p> <p>The importance of considering the 5ws when working with a script.</p> <p>How to block a scripted scene.</p>	<ul style="list-style-type: none"> <li>• How to research and present findings using ICT</li> <li>• Characterisation</li> <li>• Working with others</li> <li>• Learning and delivering lines</li> <li>• Combining acting, dance and singing</li> <li>• Applying pantomime conventions</li> </ul>	<p>During a group performance of a musical theatre extract and Cinderella the following areas will be assessed:</p> <ul style="list-style-type: none"> <li>• Working with others</li> <li>• Characterisation</li> <li>• Learning and performing scripts</li> <li>• Confidence in performance</li> <li>• Combining acting, dance and singing</li> </ul> <p>Pupils to complete a self-assessment on TEAMS on working with others, confidence in performance and use of techniques.</p>





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		<p>How to create meaning in a scripted performance by exploring and applying gesture, facial expression, body language, use of space and use of voice.</p> <p>The importance of learning lines for a scripted performance.</p> <p>How to use SIR when evaluating their own and others scripted work.</p> <p>How to develop characterisation by vocal and movement skills as well as spontaneous improvisation.</p> <p>To apply SIR when evaluating scripted work.</p>		
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Learning overview for (subject): Drama			Year group: Year 8	
Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1 and 2	Developing Drama  Intro to panto	<ul style="list-style-type: none"> <li>Recap the use of techniques-still image, transitions, thought tracking, direct address and narration as well as the application of vocal and movement skills as an actor.</li> <li>Pupils to use the above when structuring 5 scenes.</li> <li>The conventions with pantomime and the conventions required.</li> <li>The importance of considering the 5ws when working with a script.</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation</li> <li>Working with others</li> <li>Creating ideas</li> <li>Effective development and application of drama skills and techniques</li> <li>Applying pantomime conventions</li> </ul>	<p>Pupils to complete a short homework quiz on TEAMs to ensure they understand the terminology used this term.</p> <p>Through regular performance assessment the following areas will be assessed:</p> <ul style="list-style-type: none"> <li>working with others</li> <li>characterisation skills</li> <li>effective use of strategies/elements/mediums of drama.</li> </ul>





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<p>Term 3 and 4</p>	<p>Developing characterisation by exploring the given circumstances and status</p> <p>Performing texts- Our Day Out .</p> <p>Pupils are to consider the genre, context and themes within Our Day Out and explore</p>	<p>What the given circumstances are in drama and how you can show these.</p> <p>What status is in drama, what's important and how you can convey it.</p> <p>How to develop characterisation to convey status by vocal and movement skills as well as using spontaneous improvisation.</p> <p>How to carry out research to understand the genre, conventions, themes and context of Our Day Out.</p> <p>To understand and explore the acting style required.</p> <p>To importance of considering the 5ws when working with a script and how the language used by the playwright helped to convey this.</p>	<ul style="list-style-type: none"><li>• Characterisation</li><li>• Working with others</li><li>• Effective development and application of drama skills and techniques</li><li>• Effective development and application of drama skills and techniques</li></ul> <ul style="list-style-type: none"><li>• How to research and present findings using ICT</li><li>• Characterisation</li><li>• Working with others</li><li>• Learning and delivering lines</li></ul>	<p>Pupils to complete a self-assessment on TEAMS on working with others, confidence in performance and use of techniques.</p> <ul style="list-style-type: none"><li>• Working with others</li><li>• Characterisation</li><li>• Learning and performing scripts</li><li>• Confidence in performance</li><li>• Use of space</li></ul>
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		<p>The genre, context and themes within Our Day Out.</p> <p>The acting style required.</p> <p>How to block a scripted scene considering in detail the 5ws and status.</p> <p>How to create meaning in a scripted performance by exploring and applying gesture, facial expression, body language, use of space and use of voice to create a role.</p> <p>The importance of learning lines for a scripted performance.</p> <p>How to use SIR when evaluating their own and others scripted work.</p> <p>To apply SIR when evaluating scripted work.</p>		
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<p>Term 5 and 6</p>	<p>Devising 'Joe'</p>	<p>How to use effective questioning during hot seating to develop ideas/insight on a situation and the characters within it.</p> <p>To develop their skills when working with others on a devised scene.</p> <p>To use techniques to build atmosphere and mood within performance work and effectively structure their work</p> <p>To develop observation skills by observing how use of body language, voice and space can give meaning.</p> <p>Explore how to use the externalised conscience technique within a group scene.</p> <p>How to develop their use of SIR when evaluating their own and others devised work.</p>	<ul style="list-style-type: none"><li>• Characterisation</li><li>• Applying techniques to create meaning-role play, hot seating, externalising conscience, physical theatre</li><li>• Creating and building on ideas</li><li>• Working with others</li><li>• Use of space</li></ul>	<p>Pupils to complete a self-assessment on TEAMS on working with others, confidence in performance and use of techniques.</p> <p>During the lessons which focus on Joe pupils will be assessed on the following areas:</p> <ul style="list-style-type: none"><li>• Working with others</li><li>• Characterisation skills</li><li>• Applying techniques</li><li>• Confidence in performance</li><li>• Use of space</li></ul> <p>Pupils to complete a self-assessment on working with others, characterisation skills, confidence in performance and use of techniques.</p>
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