

Year 7 Programme of Study



Drama Inspiration: Motivation to learn, explore and grow.

Reflection: Learn and grow from trying; opportunity to improve and grow by looking back. Self-reflecting on the use of our 'Oasis 9 Habits'

Creative Skills: Understanding how face, body language and voice used purposefully can give power.

Empathy: Understand that history, time and place impact thoughts words and deeds.

<u>Scheme of work</u>	Introduction to drama: Devising and Exploring	Introduction to drama Bouncers- John Godber	Physical theatre: War horse, Attraction, Shadow Theatre	Slapstick Comedy: Comedy through the ages, Mask Work
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Rationale: Year 7 will start to explore the more challenging concept of non-naturalistic drama, and how to present their ideas in more interesting and symbolic ways, building on their devising techniques from Term 1.

A lot of the work has little speech, miming, dance and the use of body language, gestures, and emotion to help tell a story or explain what's going on: the reason for this is to create finer details to emotions we tend to forget about which should be the most important when portraying a character.

As cohorts go on, students have become increasingly more anxious due to covid. Because of this, taking away the talking element may help support students to feel more comfortable with movement exercise and build up the resilience to speak amongst peers in a safe environment.

Time is given to build trust in this year, so students feel safe to perform and explore. Introducing the basic skills and techniques in Y7 and mainly focus on getting the learners used to performing in front of an audience (peers) whether that it is group performances all at once, in pairs or in front of an audience.

<p><u>Assessment and techniques used:</u></p>	<p>Introduction to transferable skills and exploring Drama which adapt Emotional Literacy</p> <p>Teamwork, problem solving, creative thinking, verbal communication. Students consider how we already use these skills in Drama, and work to develop them further through team challenges and game show style tasks.</p>	<p>Devising is a group collaboration in response to a stimulus given (of Bouncers of a night club) Students will focus particularly on building a character: gestures, body language, emotion, gestures, projection, and expression.</p> <p>Using the bouncer's script, music to a nightclub, costume, props, and them creating their own multi role scene using a story</p>	<p>Creating non naturalistic drama</p> <p>Physical theatre will incorporate skills of: discipline, teamwork, creativity and problem solving. Exploring techniques of mime, gesture, modern dance, lifts, and transitions help to create performance pieces.</p> <p>This transferable skill will help with expression, expands creativity, allows abstract thinking, appreciating silence and</p>	<p>The mask requires a skill that is non-verbal, physicalized and hidden from direct view. The mask can provoke hilarity and over exaggeration of movement to be bigger; without a clever word spoken, but the simplest of thought and gesture can have a room in hysterics.</p> <p>Students will learn about the style in theatre history, commedia, slapstick, and stage combat. Prior learning to this will enable students to develop characters and explore new techniques to</p>
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	<p>The main techniques students will explore and learn will include freeze- frames, mime, narration and characterisation, role play, hot seating, monologues, physical theatre, unison, narration, flash back and forward and fourth wall.</p>	<p>board to help organise and structure it.</p>	<p>movement as well as telling a story a skill of nonverbal communication.</p> <p>Exaggerated emotions, stylises movements, discipline, leans, jumps, lifts, thinking outside the box.</p> <p>Creating their bodies into objects, focusing on choreography, movement, and transitions.</p> <p>Being open to new styles and risk taking if things go wrong and owning it- no embarrassment needed here!</p>	<p>tell a story. Students will learn how to apply this style through characters and storyline.</p>
<p><u>Personal Development and outcomes:</u></p>	<p>Bravery Confidence Risk taking Vulnerability</p>	<p>Bravery Confidence Risk taking Empathy and sympathy Encouraging, supporting, and praising fellow peers!</p>	<p>Empathy Creativity teamwork safety Confidence, leadership, communication, time management, organisation</p>	<p>Discipline Safety Empowering the student Teamwork creativity</p>

Key Vocabulary: Character, Posture, Gesture, Facial expression, Tone, Pitch, Volume, Pace, Pause, Projection, Mime, Dialogue, Protagonist, Thought-Tracking, Physical Theatre, Non-Naturalism, Slow Motion, Levels, Scene, Narration, Improvisation, Rehearsal, Feedback, Devising, Theatre In Education, Exaggeration, Mood, Atmosphere, Freeze Frame, Thought Tracking, Stimulus, Mime, Levels, Soundscape, Props, Improvisation, Performing, Greek chorus, ensemble, unison, canon, choreography, movement.