



# St Richard Reynolds Catholic High School

<p><b>SUBJECT:</b> Drama      <b>YEAR GROUP:</b> 7</p> <p><b>TOPICS COVERED:</b> An introduction to the subject and some of the key skills and techniques used during Key Stage 3 Drama.</p>	
<p style="text-align: center;"><b>PROGRAMME OF STUDY</b></p>	<p style="text-align: center;"><b>METHOD OF ASSESSMENT</b></p>
<p><b>Introduction to Drama</b></p> <ul style="list-style-type: none"><li>• <i>Freeze Frames</i>; how to use them and what makes them successful.</li><li>• <i>Improvisation</i>; what is it and how can it help improve our performing skills.</li><li>• <i>Basic character skills</i>, how to create an original character.</li><li>• <i>Mime</i>; what is it and what makes it successful?</li><li>• <i>Narration</i>; the difference between dialogue and narration.</li></ul>	<ul style="list-style-type: none"><li>• Baseline practical assessment; creating drama based on a visual stimulus</li><li>• Mid Unit Assessment; Voice.</li><li>• End of Unit Assessment; Polished Improvisation using the skills covered over the unit.</li></ul>
<p><b>Gloom Manor</b></p> <ul style="list-style-type: none"><li>• First 'themed' unit of study – a haunted house scheme of work.</li><li>• Students develop their improvisation skills through whole group improvisations.</li><li>• Students learn how 'teacher in role' can assist their own work.</li><li>• <i>Soundscapes</i>; how we can use voice to create atmosphere.</li><li>• Character Creation; how we build and develop a character for performance.</li><li>• <i>Hot-seating</i>; what is it and how can it help build new characters.</li></ul>	<ul style="list-style-type: none"><li>• Create a short polished improvisation and choose from 2 different perspectives.</li><li>• Evaluation of your own work and performances over the unit.</li></ul>

<p><b>Life in Hiding.</b></p> <ul style="list-style-type: none"> <li>• Introduction to real life context – life at war.</li> <li>• Using real life stimulus to create work.</li> <li>• To develop our understanding of the life of Anne Frank.</li> <li>• Complete research on the historical period.</li> <li>• <i>Thought Tracking</i>; how it is used to add depth to characters.</li> <li>• <i>Cross Cutting</i>; playing around with the narrative in a piece of drama.</li> <li>• Develop Costume and Props for performance.</li> <li>• Evaluative skills; students sharpen their criticism of each other's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the theme of Prejudice and Discrimination to create your own improvisation.</li> <li>• Keyword test.</li> </ul>
<p><b>Commedia Del Arte</b></p> <ul style="list-style-type: none"> <li>• Introduction, context and research – Commedia as an art form.</li> <li>• An introduction to physical based character skills</li> <li>• An introduction to masked theatre.</li> <li>• Physical Theatre; exaggerated gestures to play stock characters.</li> <li>• '<i>Clocking</i>' the audience.</li> <li>• Development of <i>mime</i> skills.</li> <li>• Principles of comedy in drama and how to create physical comedy.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a comical sketch, focusing on the drama technique of mime, clocking the audience and body language.</li> <li>• Create a mask that would suit a character you have developed over the unit.</li> </ul>
<p><b>Devising Unit</b></p> <ul style="list-style-type: none"> <li>• Students learn how to devise from a visual stimulus in this unit put together a piece that incorporates elements from the year's learning.</li> <li>• We teach how to write about Drama and begin to structure written work that students have to do in GCSE Drama.</li> <li>• Students learn about stagecraft: Lighting and Set design and can choose to specialise in a design element for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a piece of original drama inspired by a visual stimulus.</li> <li>• Students will have to use some of the techniques learnt over their first year's study.</li> </ul>