



St Richard Reynolds Catholic High School

<p>SUBJECT: Drama YEAR GROUP: 7</p> <p>TOPICS COVERED: 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;">PROGRAMME OF STUDY</p>	<p style="text-align: center;">METHOD OF ASSESSMENT</p>
<p>PoS 1: Introduction to Drama</p> <ul style="list-style-type: none">• <i>Freeze Frames</i>; how to use them and what makes them successful.• <i>Improvisation</i>; what is it and how can it help improve our performing skills.• <i>Basic character skills</i>, how to create an original character.• <i>Mime</i>; what is it and what makes it successful?• <i>Narration</i>; the difference between dialogue and narration.	<ul style="list-style-type: none">• Baseline practical assessment; creating drama based on a visual stimulus• Mid Unit Assessment; Voice.• End of Unit Assessment; Polished Improvisation using the skills covered over the unit.
<p>Gloom Manor</p> <ul style="list-style-type: none">• First 'themed' unit of study – a haunted house scheme of work.• Students develop their improvisation skills through whole group improvisations.• Students learn how 'teacher in role' can assist their own work.• <i>Soundscapes</i>; how we can use voice to create atmosphere.• Character Creation; how we build and develop a character for performance.• <i>Hot-seating</i>; what is it and how can it help build new characters.	<ul style="list-style-type: none">• Create a short polished improvisation and choose from 2 different perspectives.• Evaluation of your own work and performances over the unit.

<p>Life in Hiding.</p> <ul style="list-style-type: none"> • Introduction to real life context – life at war. • Using real life stimulus to create work. • To develop our understanding of the life of Anne Frank. • Complete research on the historical period. • <i>Thought Tracking</i>; how it is used to add depth to characters. • <i>Cross Cutting</i>; playing around with the narrative in a piece of drama. • Develop Costume and Props for performance. • Evaluative skills; students sharpen their criticism of each other's work. 	<ul style="list-style-type: none"> • Use the theme of Prejudice and Discrimination to create your own improvisation. • Keyword test.
<p>Commedia Del Arte</p> <ul style="list-style-type: none"> • Introduction, context and research – Commedia as an art form. • An introduction to physical based character skills • An introduction to masked theatre. • Physical Theatre; exaggerated gestures to play stock characters. • '<i>Clocking</i>' the audience. • Development of <i>mime</i> skills. • Principles of comedy in drama and how to create physical comedy. 	<ul style="list-style-type: none"> • Create a comical sketch, focusing on the drama technique of mime, clocking the audience and body language. • Create a mask that would suit a character you have developed over the unit.