

Y7 DRAMA



DRAMA AT YARDLEYS

INTENT: To provide an enriched, engaging and culture-rich curriculum which gives pupils the; knowledge, skills, passion and independence to participate and appreciate a wide range of dramatic material. A curriculum that inspires and aims to create ambitious, confident actors, directors and technicians who continue to enjoy theatre, acting for camera and productions beyond Yardleys.

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The year 7 curriculum is designed to encourage pupils to explore the creative freedom of the subject whilst devising sensitive and effective solo and group performances. Students will start to understand, create, perform and respond to a range of performances (own, peer performance and professional) and utilise the main pillars of drama (Set, Costume, Space, Vocal, Physical, Lighting and sound) to successfully communicate a message, emotion or stance to the audience.

YEAR 7

| | Introduction to Drama – Vocal and Physical skill development | Working with a story | History through Drama – Time Travel Non-naturalism |
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| SUBSTANTIVE KNOWLEDGE | <ul style="list-style-type: none"> Voice in a theatre setting Use of freeze frame Place of fonts and scripts for vocal technique Communicating meaning effectively - Speech delivery The role of 'composure' in performance. Demonstrating character through movement and the body – SPECS. Physical terms Mime Characterisation Stereotype | <p>Story 1</p> <ul style="list-style-type: none"> Understanding the context of the story. Design and use of props Portrayal of character emotions. 'Role on the wall' and thought-tracking. Character status within a performance. Application of physical skills <p>Story 2</p> <ul style="list-style-type: none"> The importance of 'target audience Character creation, Interpreting scripts Devising and responding to a stimulus Embedding a theme (Bullying) into a performance. | <p>Time Travel</p> <ul style="list-style-type: none"> Using different stimuli. Using a practitioner to influence a devised performance (Stanislavski, Brecht, Frantic Assembly). Portraying a relationship between characters. Understand the role of a narrator and how this can be used to reinvent a story. <p>Non-Naturalism</p> <ul style="list-style-type: none"> Diegetic and non-diegetic sound. Brechtian Theatre Application of dramatic techniques skills and Brechtian influences to modernise a non-fictional story. |
| DISCIPLINARY KNOWLEDGE | <ul style="list-style-type: none"> Vocal skills Devising Dramatic techniques Working as an ensemble Physical skills Costume Design Respond to a stimulus | <ul style="list-style-type: none"> Vocal skills Physical skills Interpreting texts Dramatic techniques Costume Design and Set Design Working as an ensemble | <ul style="list-style-type: none"> Vocal skills Physical skills Devising Dramatic techniques Costume Design and Set Design Working as an ensemble Responding to a stimulus Practitioner |

We aim to provide students with a curriculum that educates the whole child, creating responsible and respectful citizens. Through the development of substantive and disciplinary knowledge students are given the tools that allow them to achieve excellence and be ready for life.