



Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

## Year 7 Overview 2024-25 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (4 Lessons) (38Days)										
9-Sep	B	2	<p><b>Overview of Unit/No. Lessons:</b> 4 lessons</p> <p><b>Introduction to Drama:</b> Learning the basic skills to bring to life mini scenes and show a range of emotions to an audience.</p> <p><b>Lesson Sequence of Content:</b></p> <p><b>Lesson 1: WALT: Understanding how to create a freeze frame.</b>  <b>Key skills:</b> facial expressions, body language, gesture, levels and proxemics.  <b>EBI:</b> Include body as prop in freeze frames.</p> <p><b>Lesson 2: WALT: Understanding how to create a scene from a freeze frame.</b>  <b>Key Skills:</b> Improvisation, volume, tone, pitch and pace. Physicality.  <b>EBI:</b> Create realistic scenes.</p> <p><b>Lesson 3: WALT: Understanding how to use thought-tracking in a scene.</b>  <b>Key Skills:</b> Staying in character, creating a scene from a stimulus, thought tracking.  <b>EBI:</b> Follow the sequence Freeze, Narrator, improvisation, thought track, freeze.</p> <p><b>Lesson 4: WALT: Understanding how to perform to an audience.</b>  <b>Key Skills:</b> Staying in character, using the stage effectively. How to assess other's performances.  <b>EBI:</b> Respond to feedback.</p> <p><b>Unit Learning Outcomes:</b>  <b>GW:</b> Students can identify the key features of a freeze frame.  <b>BI:</b> Students create short, improvised scenes based on a stimulus.  <b>EW:</b> Students critically analyse a performance.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Prior (Y6)</th> <th style="background-color: #ffff00;">Current (Y7)</th> <th style="background-color: #ffff00;">Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Retelling a wide range of stories, fairy tales and traditional tales. Listen and discuss a range of plays and fiction. End of Year productions.</td> <td>Introduced to vocal and physical skills. Performing fairy tales and stories using vocal and physical skills. Students create two contrasting pieces of theatre.</td> <td>Study three contrasting Theatre Genres. Expand Drama terminology. Develop performance skills.</td> </tr> </tbody> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	Retelling a wide range of stories, fairy tales and traditional tales. Listen and discuss a range of plays and fiction. End of Year productions.	Introduced to vocal and physical skills. Performing fairy tales and stories using vocal and physical skills. Students create two contrasting pieces of theatre.	Study three contrasting Theatre Genres. Expand Drama terminology. Develop performance skills.	<p><b>Foundational Concept(s):</b> Drama Tool Kit </p> <p><b>Tier 2/3 Vocabulary:</b> Facial expressions, body language, gesture, levels and proxemics, body as prop, improvisation, volume, tone, pitch pace, physicality</p> <p><b>Disciplinary Knowledge / Cultural Capital:</b> Stage craft, film vs theatre</p> <p><b>Careers Links:</b> Actor, Director, Playwright</p> <p><b>EDI Links:</b> Ageism, Gender</p> <p><b>AT: Performance: Hansel and Gretel</b>  <b>ST: Written test: assessing keywords and performance skills.</b></p> <p><i>Parent and Carers month/Black History month</i>  <i>3/9 World afro day</i>  <i>23/9 International day of sign languages</i>  <i>10/10 world mental health day</i>  <i>5/10 world teachers day</i>  <i>6/10 World cerebral palsy day</i></p> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• Quick Quiz</li> <li>• Verbal Questioning</li> <li>• Performance and Feedback</li> <li>• End of Unit WWW and EBI</li> <li>• End of Unit Knowledge Quiz</li> </ul>
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16-Sep*	A	3								
23-Sep	B	4								
30-Sep	A	5								
7-Oct	B	6								
14-Oct	A	7								
21-Oct	B	8								
Half-Term										
7 weeks (4 lessons) (35 Days)										
4-Nov	A	9	<p><b>Overview of Unit/No. lessons:</b> 4 lessons</p> <p><b>Pantomime:</b> Exploring a popular style of Theatre. Understanding the different Stock Characters, creating a dance routine and Performance of Jack and the Beanstalk.</p> <p><b>Lesson Sequence of Content:</b></p> <p><b>Lesson 1: WALT: Understand key conventions of a Pantomime.</b>  <b>Key skills:</b> Stock Characters, slapstick comedy.  <b>EBI: Experiment with a range of different stock characters.</b></p> <p><b>Lesson 2: WALT: How to create our own Pantomime</b>  <b>Key Skills:</b> Direct address, slapstick comedy, blocking scenes.  <b>EBI: Use slapstick to create comedy.</b></p> <p><b>Lesson 3: ST1</b>  <b>Lesson 4: WALT: Performing our own Pantomime.</b> <b>Key Skills:</b> Audience interaction, dancing, narrator, stock characters, critical evaluations.  <b>EBI: recommend how other can improve based on key Drama skills used in the unit.</b></p> <p><b>Unit Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• All students can identify key features of a Pantomime.</li> <li>• All students understand the term Stock Character.</li> <li>• Create a Pantomime based on a short script.</li> <li>• Evaluate their success using key Drama skills.</li> </ul> <p><b>Unit Learning Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Foundational Concepts: <b>Understanding Theatre</b> </li> <li>• <b>Tier 2/3 Vocabulary:</b> Stock Characters, slapstick comedy, direct address, blocking, audience interaction, dancing, narrator, critical evaluations.</li> <li>• <b>Disciplinary Knowledge / Cultural Capital:</b> Theatre knowledge, Stock characters</li> <li>• <b>Careers Links:</b> Actor, director, set designer, costume designer</li> <li>• <b>EDI Links:</b> Lower/working class, LGBTQ+ Identity</li> </ul> <p><b>Equality Diversity and Inclusion (EDI) links?</b>  <i>Mens health awareness month/disability confident month</i>  <i>1/11 Diwali</i>  <i>12/11 Remembrance Sunday</i>  <i>13/11-19/11 Transgender awareness week</i>  <i>14/11 World Diabetes Day</i>  <i>1/12 World AIDS day</i>  <i>25/12 Christmas Day</i></p>						
11-Nov	B	10								
18-Nov	A	11								
25-Nov	B	ST1								
2-Dec	A	ST1								
9-Dec	B	14								
16-Dec	A	15								

			<p><b>GW:</b> Students can identify the key features of a Pantomime and stock characters.</p> <p><b>EW:</b> Students critically analyse a performance.</p>	<p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>Quick Quiz</li> <li>Verbal Questioning</li> <li>Performance and Feedback</li> <li>End of Unit WWW and EBI</li> <li>End of Unit Knowledge Quiz</li> </ul> <p><b>AT: Performance: Jack and the Beanstalk</b></p> <p><b>AT: Written test: Assessing ability to critique performances and success of drama skills.</b></p>												
			<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Retelling a wide range of stories, fairy tales and traditional tales.</td> <td>Introduced to vocal and physical skills.</td> <td>Study three contrasting Theatre Genres.</td> </tr> <tr> <td>Listen and discuss a range of plays and fiction.</td> <td>Performing fairy tales and stories using vocal and physical skills.</td> <td>Expand Drama terminology.</td> </tr> <tr> <td>End of Year productions.</td> <td>Understanding stock characters and pantomime genre.</td> <td>Develop performance skills.</td> </tr> </tbody> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	Retelling a wide range of stories, fairy tales and traditional tales.	Introduced to vocal and physical skills.	Study three contrasting Theatre Genres.	Listen and discuss a range of plays and fiction.	Performing fairy tales and stories using vocal and physical skills.	Expand Drama terminology.	End of Year productions.	Understanding stock characters and pantomime genre.	Develop performance skills.	
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**Christmas Holiday** 6 weeks (3 lessons) (30 Days)

6-Jan	B	16	<p>Overview of Unit/No. lessons: 7 lessons</p> <p><b>Darkwood Manor:</b> A whole class processed performance based on creating tension, using vocal skills. Creating you own myths and legends based</p> <p>Lesson <b>Sequence</b> of Content:</p> <p><b>Lesson 1: WALT: Understanding what is an Urban Legend?</b> Key skills: Improvisation, pace, pause, pitch tone, tension. <b>EBI: Trail different vocals to create tension.</b></p> <p><b>Lesson 2: WALT: Creating a story from a stimulus.</b> Key Skills: working with a stimulus, staying in role, process Drama, improvisation. <b>EBI: Create a believable story from a stimulus.</b></p> <p><b>Lesson 3: WALT: Understanding how to create a tense atmosphere.</b> Key Skills: creating a soundscape, learning how to use light to create tension. <b>EBI: create a cue sheet for lighting and sound.</b></p> <p><b>Lesson 4: WALT: Understanding how to develop a character.</b> Key Skills: Role on the wall, hot seating, improvisation. <b>EBI: Link back to previous lessons during hot seating exercise.</b></p>	<ul style="list-style-type: none"> <li>Foundational Concepts: <b>Genre Conventions</b></li> <li><b>Tier 2/3 Vocabulary:</b> <i>Stimulus, tension, floodlights, profile spot, soundscape, Gobo, Fresnel spot, Gels, Pause, pace, pitch, tone, gait, hot seating, role on the wall, teacher in role (TIR).</i></li> </ul> <p><b>Disciplinary Knowledge / Cultural Capital:</b> <b>Theatre genre (horror), Theatre roles and responsibilities,</b></p> <ul style="list-style-type: none"> <li><b>Careers links:</b> Actor, director, lighting and sound design.</li> </ul> <p><b>EDI Links</b> Religion / Faith, Neural Diversity</p>
13-Jan	A	17		
20-Jan	B	18		
27-Jan	A	19		
3-Feb	B	20		
10-Feb	A	21		<p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>Quick Quiz</li> <li>Verbal Questioning</li> <li>Performance and Feedback</li> <li>End of Unit WWW and EBI</li> <li>End of Unit Knowledge Quiz</li> </ul> <p><b>AT: Performance: Jack and the Beanstalk</b></p> <p><b>AT: Written test: assessing keywords and performance skills.</b></p> <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i></p> <p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i> <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p>

**Half-Term** 6 weeks (3 lessons) (29 Days)

25-Feb	B	22	INSET 24th Feb	<p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p>
3-Mar	A	23	Lesson <b>Sequence</b> of Content:	
10-Mar	B	24	<b>Lesson 5: WALT: Understanding what is a Flashback?</b>	
17-Mar	A	25	<b>Key skills: Transitions,</b> tone of voice, pace, multi-rolling. <b>EBI: Create interesting transitions in and out of flashbacks.</b>	
24-Mar	B	26	<b>Lesson 6: WALT: Creating a piece of process theatre.</b> Key Skills: Staying in role, improvisation. <b>EBI: Link prior knowledge of Darkwood manor into the scenes.</b>	
31-Mar	A	27	<b>Lesson 7: WALT: Darkwood Manor assessment</b>  Unit Learning Outcomes:	

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			<ul style="list-style-type: none"> <li>All students understand how to create a flashback scene in theatre.</li> <li>Students can recall key events in a scene when improvising.</li> <li>Set up their own performance including sound and lighting to create a tension.</li> </ul> <p><b>Unit Learning Outcomes</b>  <b>GW:</b> Students can identify the key features of a Pantomime and stock characters.  <b>BI:</b> Students artistic intension link to the script.  <b>EW:</b> Students critically analyse a performance.</p> <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Retelling a wide range of stories, fairy tales and traditional tales.  Listen and discuss a range of plays and fiction.  End of Year productions.</td> <td>Understanding of key Drama skills, vocal and physical.  Can create short scenes based on a stimulus.  Understanding Drama and Dance in performances.</td> <td>Study three contrasting Theatre Genres.  Expand Drama terminology.  Develop performance skills.</td> </tr> </tbody> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	Retelling a wide range of stories, fairy tales and traditional tales.  Listen and discuss a range of plays and fiction.  End of Year productions.	Understanding of key Drama skills, vocal and physical.  Can create short scenes based on a stimulus.  Understanding Drama and Dance in performances.	Study three contrasting Theatre Genres.  Expand Drama terminology.  Develop performance skills.	
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<b>Easter Holiday</b>			<b>5 weeks (3 lessons) (23 Days)</b>							
22-Apr	B	28	Easter Monday 21st	<ul style="list-style-type: none"> <li>Foundational Concepts: <b>Theatre History</b></li> <li><b>Tier 2/3 Vocabulary:</b> <i>Placards, exaggeration, physicality, pace, slapstick comedy, gate, tempo.</i></li> <li><b>Disciplinary Knowledge / Cultural Capital:</b> creating comedy a look back at pioneers of the comedy genre.</li> <li><b>Careers links:</b> Actor, director, lighting and sound design, screenwriter, costume designer, production manager.</li> <li><b>EDI Links:</b> Lower / Working Class, Physical Difference, Gender</li> </ul> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>Quick Quiz</li> <li>Verbal Questioning</li> <li>Performance and Feedback</li> <li>End of Unit WWW and EBI</li> <li>End of Unit Knowledge Quiz</li> </ul> <p><b>AT:</b> Performance: silent movies inspired performance.  <b>ST:</b> Written test: Keywords from all three units, questions based on lighting, sound and professional performances</p> <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>Good Friday 18/4  Easter Sunday 20/4  Autism and stress awareness month.  25/4 World Malaria Day  26/4 Lesbian visibility day  UK national walking month.  1/5-7/5 Deaf awareness week  23/05 Vesak</i></p>						
28-Apr	A	29	Early May bank hol 6/5							
5-May	B	30	<b>Silent Movies :</b>							
12-May	A	ST2	Lesson <b>Sequence</b> of Content:							
19-May			<b>Lesson 1: WALT: Understanding the Key Conventions of Silent Movies.</b> Key skills: Mime, facial expression, gesture, body language, proxemics, slapstick comedy. <b>EBI: Tell a story through movement to engage the audience.</b>							
	B	ST2	<b>Lesson 2: WALT: Understanding how to use placards effectively.</b> Key Skills: Placards, exaggeration, physicality, pace. <b>EBI: A smooth transition between scenes.</b> <b>Lesson 3: ST2</b>							
<b>Half-Term</b>			<b>7 weeks (4 lessons) (34 Days)</b>							
2-Jun	A	33	SJBF INSET 4/7	<ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>LGBTQ+ pride month.  Gypsy, Roma and Traveller history month.  12/6 world day against child labour  18/6 autistic pride day  20/6 World refugee day</i></p>						
9-Jun	B	34	Lesson <b>Sequence</b> of Content:							
16-Jun	A	35	<b>Lesson 3: WALT: How to write a theatre review.</b> Key skills: Subject terminology, descriptive language, answer structure.							
23-Jun	B	36	<b>EBI: Describing how an actor performed, not what the scene is about.</b>							
30-Jun	A	37	<b>Lesson 4: WALT: Creating our own Silent Movie.</b>							
7-Jul	B	38								

14-Jul	A	39	<p>Key Skills: Placards, exaggeration, physicality, pace, slapstick comedy.  <b>EBI: Make the scene simple and use silent movie conventions to engage the audience.</b>  <b>Lesson 5: WALT: Understand how music can impact the piece.</b>  Key Skills: Pace, working with a stimulus, storyboards.  <b>EBI: Match movements to the pace of the music.</b>  <b>Lesson 6: WALT: Performing a Silent Movie.</b>  Key Skills: facial expressions, body language, gesture, placards, pace, gait, slapstick comedy.  <b>EBI: A well-rehearsed piece of theatre, that engages, entertains and creates comedy.</b>  <u>Unit Learning Outcomes:</u>  Create and perform a silent movie style piece of theatre.  Understand the genre of a Silent Movie.  Understand how to adapt movement and pace to fit the music.</p> <table border="1" data-bbox="416 636 1027 801"> <thead> <tr> <th data-bbox="416 636 619 663">Prior (Y6)</th> <th data-bbox="619 636 821 663">Current (Y7)</th> <th data-bbox="821 636 1027 663">Next (Y8)</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 663 619 801">Retelling a wide range of stories, fairy tales and traditional tales. Listen and discuss a range of plays and fiction. End of Year productions.</td> <td data-bbox="619 663 821 801">Studied two contrasting pieces of theatre. Created three themed performances. Analysed the work of professionals and students</td> <td data-bbox="821 663 1027 801">Study three contrasting Theatre Genres. Expand Drama terminology. Develop performance skills.</td> </tr> </tbody> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	Retelling a wide range of stories, fairy tales and traditional tales. Listen and discuss a range of plays and fiction. End of Year productions.	Studied two contrasting pieces of theatre. Created three themed performances. Analysed the work of professionals and students	Study three contrasting Theatre Genres. Expand Drama terminology. Develop performance skills.	
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(Total: 189 Days)										

### Prompt Questions

**Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?**

**Please revisit the prompts from last year:**

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)