

Year 7 Drama	Subject Intent	We aim to support students during their transition into confident, creative, independent young people, equipped with the transferable skills they need to support them throughout their lives. Lessons are taught through a variety of mediums such as performance, movement, technology and writing, with plenty of time to reflect on themselves, as individuals, and the work they produce. Lessons are supplemented with a varied selection of extra-curricular activities such as the chance to be involved in the production or to watch a play in the theatre.
	KS3 Subject Narrative	The three main areas of assessment in Drama are creating, performing and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them.
	KS4 Subject Narrative	The knowledge of creating, performing and evaluating gained at KS3 is explored in further depth at KS4. As the course progresses students become independent, resilient performers who are able to self-evaluate and produce polished performances. We study a wide variety of performance material to ensure students have a strong knowledge base to be able to make contextual, justifiable creative choices.
	Routine Assessment Strategies	Creating, performing and evaluating are all routinely assessed at the end of each topic. Students produce a performance and evaluate the work of their peers. There will be a Strength, Action, Response task for each half term that will focus on implementation of practical skills.

Year 7 Drama	WHY THIS, WHY NOW?	Autumn Term – Topic 1- Introduction to Drama Topic 2- Ancient Greek Theatre	Spring Term - Topic 3- Elizabethan Theatre Topic 4- Kabuki and Noh	Summer Term-Topic 5- Commedia Dell'Arte Topic 6- Victorian Theatre
	Enquiry questions	<ul style="list-style-type: none"> How do you create a performance and character? What Drama skills can we use? What were the first performances like? 	<ul style="list-style-type: none"> How can we understand and convey meaning using Elizabethan language? What were other countries doing in the theatre at a similar time to Shakespeare? 	<ul style="list-style-type: none"> How do you convey meaning without words? How do you prepare a play using a script?
	Key Subject Knowledge	<ul style="list-style-type: none"> Areas of the stage and theatre How to use the rehearsal process Purpose of key jobs in the theatre How the Ancient Greeks shaped modern performances 	<ul style="list-style-type: none"> How different eras produced performances Practical knowledge of how meaning is conveyed using language Developing a range of characters in different theatrical styles 	<ul style="list-style-type: none"> How theatre changed over time Preparing and staging a script Interpretation of a performance Characterisation and voice work
	Subject Competencies	<ul style="list-style-type: none"> Implementation of simple Drama skills Identify a good practice and an area for improvement within a performance. 	<ul style="list-style-type: none"> Implementation of key Drama skills Identify some good practice and areas for improvement within a performance. 	<ul style="list-style-type: none"> Implementation of Year 7 Drama skills Confidently identify good practice and areas for improvement within a performance.
	Summative Assessments (high stakes assessments which test cumulative knowledge)	<ul style="list-style-type: none"> Baseline covering creating, performing and evaluating to measure each student's starting point. 	<ul style="list-style-type: none"> Mid-year test covering Y7 content in Term 1 including, theatre skills and knowledge of practical drama. 	<ul style="list-style-type: none"> End of year test covering all Year 7 content to date including theatre history and the purpose of theatre.
	How does this pave the way for future study?	<ul style="list-style-type: none"> Students start to develop an understanding of what a performance is and how to perform a character. Students start developing evaluation and analysis skills. 	<ul style="list-style-type: none"> Students continue to develop their understanding of producing a performance. Students continue to develop their knowledge of how to analyse and evaluate a performance. 	<ul style="list-style-type: none"> Students develop knowledge of how to use a script. Students continue to develop their understanding of producing, analysing and evaluating a performance.