

Year 7 Big Picture

Autumn 01 Weeks 1 – 7 (7 weeks)	Autumn 02 Weeks 8 – 14 (7 weeks)	Spring 01 Weeks 16 - 21 (6 weeks)
Understanding the rules and expectations RISC IT Conventions and literacy: Rehearsal Imagination Safety Control Students will build up confidence, teamwork skills and oracy skills whilst learning the essential ingredients of successful Drama student. Independent Learning: create a poster to showcase the RISC boundaries ARTICLE 31 Every child has the right to relax, play and take part in a wide range of cultural activities. Leisure, play and culture	Physical Theatre Charlie and the Chocolate factory Berkoff Conventions: Still image Direct address Stylised movement (robotic/slow motion) Exaggerated facial expressions Exaggerated voice Body as Prop Essence machine Independent Learning: rehearsal log ARTICLE 31 Every child has the right to relax, play and take part in a wide range of cultural activities. Leisure, play and culture	Scripted performance Alice Develop an understanding of student's confidences abilities acting: techniques and literacy: context-voice-face-body-space- techniques for lifting Independent Learning: Line learning for Big test and role of the wall for your character ARTICLE 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Goals of education

Year 7 Big Picture

Assessment Objectives	Assessment Objectives	Assessment Objectives
-Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience	- To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience.	-Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience
		Big Test – Scripted performance Students must prepare a 2-3 minute scene Learning lines at home
Spring 02 Weeks 22 (Spring 01) – 27 (6 weeks)	Summer 01 Weeks 28 – 33 (6 weeks)	Summer 02 Weeks 34 – 39 (7 weeks)
Scripted performance- Costume Design Develop an understanding the design concepts in costume theatre. • consideration of character • use of materials • period and style • shape • texture • colour	Physical Theatre Darkwood Manor Conventions and literacy: - body as prop -puppetry -animalistic movement -choral speech and movement Stimulus: Haunted House	Physical Theatre Darkwood Manor Conventions and literacy: - body as prop -puppetry -animalistic movement -choral speech and movement Stimulus: Haunted House

Year 7 Big Picture

Stimulus Alice Independent Learning: Design a costume for the Cheshire Cat ARTICLE 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Goals of education	Independent Learning: using Mat Kizers lighting lab, design the lighting for a spooky scene ARTICLE 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is in the law. Freedom of expression	Independent Learning: using Mat Kizers lighting lab, design the lighting for a spooky scene ARTICLE 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is in the law. Freedom of expression
Assessment Objectives To discuss the elements of performance / design with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. To discuss the elements of performance with confidence. -To analyse the strengths and weaknesses of my own/others performance.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. To discuss the elements of performance with confidence. -To analyse the strengths and weaknesses of my own/others performance.

Year 7 Big Picture

	-To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.	-To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.
	Big Test – Students will prepare a 2-3 minute devised performance based upon a given stimulus	Big Test – Students will prepare a 2-3 minute devised performance based upon a given stimulus