

Meden School Curriculum Planning							
Subject	Drama	Year Group	7	Sequence No.	1	Topic	Introduction to Drama

Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>At Primary School students do not have any formal drama lessons and there is not a drama curriculum that is followed.</p> <p>However the key skills that can be retrieved would be from the English Speaking and Listening Strands at Primary school.</p> <p>Key Stage 2 – speaking and listening taken from English programme of study Key stage 1 and 2 department for education document.</p> <p>“Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills”</p> <p>“All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a</p>	<p>Mime Skills – slow motion mime - Mime is when no words on stage are spoken, instead the performers use their bodies to create imaginary objects.</p> <p>Freeze Frames – A freeze frame is when the students on stage stand still creating an image to represent a key moment in the performance.</p> <p>How to make an effective freeze frame - An effective freeze frame needs to show effective use of levels, varying facial expressions to convey their characters emotions, varying use of space, a key focal point for the audience, for example for the freeze frame of “Invitation to the Ball” the key focal point would be one of the characters in the freeze frame holding on to an invitation, all characters on stage who are in the freeze frame need to be still to represent a picture on stage.</p> <p>Thought- tracking – This is when the characters on stage freeze and one character on stage speaks their thoughts/feelings directly to the audience using first person narration.</p> <p>Use of facial expressions on stage - students should be ensuring that throughout their freeze frame that they are using a range of facial expressions to convey to the audience their characters emotions and reactions.</p>	<p>Focusing on the story of Cinderella, and exploring the theme of bullying. Teaching students that we are all unique and we all should be tolerant of others backgrounds, opinions, and views.</p> <p>Using key examples from anti-bullying week.</p> <p>Students are taught the consequences of bullying on both the bully and the victim.</p> <p>Using a poem by Incorporating series of freeze frames/thought-tracking.</p> <p>Links made to focusing on the LGBTQ community and highlighting ways in which LGBTQ bullying can be prevented.</p>

<p>range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.”</p> <p>Retrieval skills of</p> <p>Creating and sustaining a role</p> <p>Responding to others in role</p> <p>Improvise and devising skills</p> <p>Rehearse, refine and share performances.</p> <p>Key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Stage space - students will be taught how to ensure that they use a range of stage space in their performance and focusing on how to ensure that they use good entrances and exits on stage.</p> <p>The fourth wall in drama - this is the imaginary wall between audience and the stage space. In a naturalistic performance the fourth wall is not broken in order to ensure that the performance remains believable and shows realism on stage.</p> <p>Naturalism on stage – introduction to Stanislavski. Stanislavski is a theatre practitioner who believed that theatre should represent real life on stage. For example the acting style should be as realistic to life and the set, props, costumes as real to life as can be shown on stage.</p> <p>Tone of voice - this is the emotion of the line that it is said. Students should be focusing on ensuring that they are using a range of tone in their performances.</p> <p>Understanding of the term production elements - production elements include costume design, lighting design, sound design, set design.</p> <p>Understanding about stage presence on stage – this is how you can ensure that you are staying in character and have energy and motivation when performing on stage to sustain an audience interest in the performance.</p> <p>Exploring the non-performer role of the playwright - this is the person who writes the play, and the playwright often works in collaboration with the director throughout the rehearsal process.</p> <p>5 C’s of drama –  Co-operation - Throughout rehearsals co-operation needs to be used and for students to work together as a team sharing ideas and creating a short scene.</p> <p>Concentration – This is needed in a performance in order to ensure that students know when their cue is for their lines, they know when to come on and to exit the stage.</p>	
---	---	--

	<p>Collaboration – This is used in rehearsals as students share ideas and discuss techniques/skills to use in their performance.</p> <p>Communication – This is used in rehearsal and performance. In rehearsal students talk and listen, using their oracy skills to create short performance pieces. Communication is used in a performance through students clearly communicating their role through the use of skills.</p> <p>Confidence - This is used in a performance as students develop and gain confidence with performing in front of the class.</p> <p>Using the 5C's effectively throughout all drama lessons.</p> <p>How to work effectively as a group, team when devising drama. Watching key moments from the live theatre production of "The Railway Children".</p> <p>Each lesson, students are given the opportunity to watch 2 minutes of the live theatre clip and then respond to a series of questions about the clip, total time over all 7 lessons 14 minutes.</p> <p>For example – questions asked:</p> <ol style="list-style-type: none"> <li>1) What moment was the most effective in terms of key drama skills used, i.e tone of voice, use of movement on stage and why was the moment effective?</li> <li>2) What key production elements were the most effective and why?</li> <li>3) What particular skills from the performers can you use in the work that you are creating in lessons?</li> </ol>	
--	--	--