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Year 7

# Department of Drama

# OVERVIEW

During Year 7, students are introduced to a range of drama forms and techniques. Throughout the year, students develop the ability to create and present work to audience. They learn to successfully negotiate ideas and co-operate in a group. All students are encouraged to establish analytical skills so that they can objectively evaluate all elements of practical work. They will be expected to link learnt theory, both practitioner and style in both practical and written work. Drama is an excellent subject to help pupils develop social awareness and settle into life at a new school.

## Skills Developed

In Year 7 we encourage students to develop their understanding of basic Drama strategies, mediums and theory through practical application.

There is particular emphasis on the following:

- Strategies: Still images, thought tracking, cross-cutting, narration, hot-seating, forum theatre, physical theatre and ensemble techniques.
- Mediums: Lighting, sound, costume, use of voice, use of levels.
- Developing an appropriate specialist list of vocabulary.
- Critical analysis of self and others.
- Body language: gait, stance, posture, gesture, facial expression, interaction, demeanour.
- Voice: pitch, pace, power, pause, tone, accent, intonation.

## Topics covered

<p><b>Key Skills Development</b></p>	<p>An introduction to the basic strategies and mediums of Drama, focusing on still images, cross cutting, thought tracking, narration, forum theatre, hot seating, use of sound, voice and levels They will learn about these strategies and mediums through exploring a fairy tale and the project will culminate a short assessment role play incorporating the skills they have learned.</p>
<p><b>Script Analysis: Mean to Be Free</b></p> <p><b>Issue Based Drama</b></p>	<p>Students will analyse different sections of ‘Mean to be Free’ by Joanna Halpert Kraus. Set in America’s deep south, this is the true story of the famous Harriet Tubman, who led enslaved people to freedom. They will learn how to understand subtext, motivations and themes within the play through written analysis.</p> <p>They will be expected to bring in key skills learnt in the previous unit. This will culminate in a short written assessment in the style of the GCSE specification.</p>
<p><b>Theory: Drama Through the Ages</b></p>	<p>Students will explore different time periods of great importance to Drama. We will begin by looking at Italian 11<sup>th</sup> Century theatre, Commedia Dell’Arte, move onto 16<sup>th</sup> Century Shakespearean theatre,</p>

	British 18thC Melodrama and finally 20 <sup>th</sup> Century Naturalism. This unit allows students to begin to link the different performance styles they see today with what has been done in the past. The unit will culminate in a short script based naturalistic group performance.
<b>Text Based Choral Work: Ensemble</b>	Following on from exploring different time periods of importance we will go back to the very beginning of theatre – The Greeks. We will explore what a Greek Chorus was and how it evolved into modern day ensemble work. Students will have the opportunity to explore pace, rhythm and movement to create their own Greek Chorus written and performance assessment piece.
<b>Devising: Darkwood Manor Physical Theatre</b>	Developing their ensemble skills pupils will explore how to create an atmosphere using the stimulus of Darkwood Manor. Students will use this stimulus to devise the story of Darkwood Manor, exploring states of tension and application of soundscapes and music in order to create a tense atmosphere. This will culminate in their final assessed performance piece.

### How we assess your daughter's progress

Students will undertake a performing and creating assessment for each topic studied. Once a term, pupils will be given a written assessment which will link to their performing and creating assessment or to the script they have studied.

The written assessments will require students to analyse the application of their own skills, focusing on intention and impact. When studying a play text they will be required to answer how they would either perform or direct a specific extract in order to obtain the desired impact and link this back into previously learnt theory.

The practical assessments will be assessed in two ways. Firstly, they will be marked on their creating; this focuses on how they communicate in their group, implement key theory into their performances and the rehearsal techniques they use. Secondly, they will be assessed on their performing. This will be on how they use their voice, body language, facial expression and character interaction on stage.

At the end of each topic, a colour band will be allocated, based on the average of both of these assessments.

### How we support and develop your daughter

Through clear, well-developed and well-supported lessons your daughter will be encouraged to consistently participate in all activities – even those that may be out of her comfort zone. This will encourage a well-rounded individual with strong communication and problem-solving skills. Within each lesson your daughter will have access to individual support through regular formative feedback and teacher modelling. She will be given challenge levels to help challenge and stretch her to achieve her best. Pupils should be encouraged to see a wide range of live or recorded theatre and read play texts, considering their context and purpose.

Support material will also be available on Frog via [www.nonsuch.sutton.sch.uk](http://www.nonsuch.sutton.sch.uk).

Other useful resources:

Royal Shakespeare Company: <https://www.rsc.org.uk/shakespeares-life-and-times>

BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zbckjxs>

Commedia Dell Arte TH:

[http://www.theatrehistory.com/italian/commedia\\_dell\\_arte\\_001.html](http://www.theatrehistory.com/italian/commedia_dell_arte_001.html)

Greek Theatre: <http://www.historyforkids.net/ancient-greek-theatre.html>

The Globe Theatre: <http://www.shakespearesglobe.com/>

National Theatre:

[http://ntlive.nationaltheatre.org.uk/?gclid=EA1aIQobChMI4aS6w9LR1AIV6LftCh3d-Q8gEAAYASAAEgL9IfD\\_BwE](http://ntlive.nationaltheatre.org.uk/?gclid=EA1aIQobChMI4aS6w9LR1AIV6LftCh3d-Q8gEAAYASAAEgL9IfD_BwE)

### **How you can help your daughter**

Parents/guardians could ensure that their daughter allocates time to practise for her performance assessments.

You could also regularly check her exercise book in order to keep track of her writing, creating and performing assessments.

Asking your daughter what she learnt in Drama, asking her to focus on the key skills learnt.

Asking your daughter to show you what she is currently working on.

Taking your daughter to see live theatre or encouraging her to see pre-recorded live plays at a local cinema– i.e.: National Theatre Live.

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