



Year 7	Drama Through the Ages
Learning outcomes	End Product: A short performance in the style of one of the theatre history styles explored (Commedia Dell 'Arte, Melodrama or Shakespeare). Performances will last between 2-5 minutes long. Subject Content: Knowledge and understanding of the significance of the style and how it links to modern day theatre/performance practices. Skill Set: Development of characters and characteristics of specific time periods of theatre which requires the development of physical and vocal skills, improvisation, teamwork, communication and problem solving.
Key Questions	How does Theatre styles from the past influence current practices?
Knowledge	Concepts: Theatre through the ages and how it has impacted practices today. Skills: • Performance Skills: Development of a non-naturalistic character (Body language: Posture, gait, stance, gesture, Facial expressions, demeanour, interaction, exaggeration. Vocal Skills: Pitch, Pace, Power, Volume, Tone, Accent. • Improvisation, stock character creation • Communication/Organisation Terminology: • Improvisation, Commedia Dell 'Arte, Melodrama, placards, Lazzi, atmosphere, stock characters, Kabuki, masks • Scene Creation: Scene Structure, interpretation, intention, impact • Mediums: Underscoring, Atmosphere, Levels, use of space, proxemics
Ongoing Assessment	Formative assessment: Every lesson hands-down questioning and a do now/recall task will be used. Per lesson at least two of the following techniques will be used: Exit tickets, synthesis (practical application), self-assessment, peer review, exit post it notes, self-reflection journaling



	Misconceptions addressed: During practical work teacher will circulate focusing on application of skills and adjust through modelling. Homework: Noh Theatre Mask Design Target Reflection
End Product Assessment	Summative Assessments: Creating mark assessed throughout (formative check-ins) to identify HOW they are working within their groups, the way in which they are utilising the learnt techniques. Self-Assessment against rehearsal criteria to identify their success within the devised process. Peer Assessment of the final performance to identify from a peer the success of the devised performance. A formal Teacher Assessment, marked against creating and performing criteria, is given which provides an overall colour linked to criteria, informing data entry points. <i>Data is tracked in a rolling document throughout the year for all assessments, so we have an accurate representation of the pupil across different topics.</i>
Clear sequencing of content	Narrative Autumn 2 - L1 Introduction to Theatre History and Commedia Dell'Arte - L2 Exploration of Melodrama - L3 Exploration of Kabuki Theatre - L4 Exploration of Shakespeare – Midsummer Night's Dream - L5 Choice of final assessment style, groupings and rehearsals - L6 Final Rehearsals and Perform for formal assessment Themes/ Concepts that are built upon Now that students have a firm basis of the Building Blocks of Drama we begin to explore how theatre and performance has developed. Techniques from the building blocks of Drama are taken as a starting point for



	creating a scene and students are encouraged to incorporate different techniques to enhance their final performance. Help Future Learning Over the 3 years of KS3 the aim is to create a specific vocabulary that pupils can use when devising and reflecting on performance which will support their understanding at GCSE. All resources are shared on SharePoint and accessible as they move up through the years. Building confidence when working with others and presenting work. Systematic Building of Vocabulary Pupils will add to their toolkit in their drama lesson. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i> Pupils are proactively asked to use these skills and techniques in practice. Physical evidence of them in performance can support their understanding of the definition.
Links to Careers	Mask/Costume Design, Directing, Improvising, Actor, Director
Diversity and Inclusion	When introducing key techniques pictures exemplifying the skill/technique will come from an inclusive range of people where possible. As this SOL explores theatre from different times and places it allows for exploration of different cultures and heritages.
Support	Knowledge organisers and the Drama Toolkit are used to develop terminology and skill development. PowerPoints are available for each lesson on the Drama Share Point.
Challenge	Challenge levels are used within every lesson to scaffold with the lowest challenge level supporting those who find the particular skill difficult and the top challenge level stretching the most able. Students are encouraged. Wider Reading/Research The World of Commedia dell'ArteVi The Rise of Melodrama: Crash Course Theater #28 CBeebies: Who is William Shakespeare? - YouTube

