

Communications Faculty – Drama Year 7 Lady Hawkins’ School

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Introduction to Drama	Pantomime (Cinderella)	'Ernie's Incredible Illucinations' by Alan Ayckbourn	'Ernie's Incredible Illucinations' continued		
Key Concepts	To build the 5 Cs: Confidence Communication Co-operation Concentration Commitment	Staging; Blocking; Characterisation; Timing; Stock characters; Slapstick	Fantasy v Reality Thought Tracking Physicality Stage Combat Slow Motion Exaggeration Direct Address Flashbacks Status	Fantasy v Reality Thought Tracking Physicality Stage Combat Slow Motion Exaggeration Direct Address Flashbacks Status		
Learning Objectives	To develop key skills: Voice <i>(Vary pitch and pace)</i> Face <i>(use of facial expression to convey character)</i>	To recognise and develop stock characters; use slapstick effectively; to use narration and direct address to the audience	Develop character; Juxtaposition (between fantasy and reality); Engaging the Audience; Choosing and using a range of drama	Develop character; Juxtaposition (between fantasy and reality); Engaging the Audience; Choosing and using a range of drama		

	Body (<i>use effective physical gestures</i>) Space (<i>use the area available</i>)		techniques effectively; Interpreting script	techniques effectively; Interpreting script		
Scaffolding for SEND to ensure quality first teaching	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role		
Careers input	Roles within the theatre but also those public facing roles which require confidence and communication e.g. retail	To reflect on their own beliefs from the morals that present themselves in fairy tales and pantomimes, and what they learn about themselves	Consider the occupations / status of the characters portrayed and their relevance to the play.	Consider the occupations / status of the characters portrayed and their relevance to the play.		
Links (prior knowledge, future knowledge)	This unit builds on students' understanding, skills and experience of	This unit builds upon students' knowledge of freeze frame and mime to create	This unit builds upon students' prior knowledge of narration, characterisation,	This unit builds upon students' prior knowledge of narration, characterisation,		

	drama prior to high school; it prepares students to develop their knowledge of different dramatic techniques apply them in practice.	physical theatre; it prepares students to apply the conventions of pantomime to their performance.	audience awareness (use of direct address); it prepares students to use their knowledge of mime and freeze to develop their effective use of slow motion.	audience awareness (use of direct address); it prepares students to use their knowledge of mime and freeze to develop their effective use of slow motion.		
Key Vocabulary	Stimulus, freeze frame, marking the moment, proxemics, direct address, action narration, soundscape, split stage, duologue	Dame and her comedy sidekick (s) villain, principal boy, hero and his friend, fairy godmother <u>Exploratory Techniques</u> Mime Freeze frames Icebergs Conscience Corridor	Character Juxtaposition Slow motion Freeze frame Flashback Status Exaggeration	Character Juxtaposition Slow motion Freeze frame Flashback Status Exaggeration		
Review and Assessment (including opportunities for retrieval practice)	FORMATIVE ASSESSMENT: each of the dramatic techniques to be explored in isolation;	FORMATIVE ASSESSMENT: freeze frames and thought tracking of key scenes; creation of stereotypical characters;	FORMATIVE ASSESSMENT: practise freeze frames and slow motion of key scenes; exaggerated physicality of key characters;	SUMMATIVE ASSESSMENT: Devise and write own drama where characters are chatting about a school history lesson, when		

	<p>Knowledge Organiser Test</p> <p>SUMMATIVE ASSESSMENT: assessment - to create a final performance, that incorporates all of the techniques studied</p>	<p>Knowledge Organiser Test</p> <p>SUMMATIVE ASSESSMENT: Given scenes to direct and perform their own panto script, incorporating the key conventions studied by adding theatrical conventions and slapstick typical to panto</p>	<p>Knowledge Organiser Test;</p> <p>PEER ASSESSMENT: Group presentation of a scene, using devices studied (teacher feedback and self-evaluation)</p>	<p>suddenly the scene transform to the past (the setting must be the same). Use the theatrical conventions explored in the play.</p> <p>EXTENSION: Ernie's News Report: In groups, create a news broadcast with an on-the-spot reporter and eye-witnesses.</p>		
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