

DRAMA & YEAR 7/ SKILLS

Curriculum core purpose. Intent

Skills are a key part of the GCSE curriculum as students need to comment on how they have used them in performance, each SoW is designed to engage with the students and are scaffolded so that each skill builds onto another one

This unit is used as a building block from Primary school and introduces students to different skills. These are then recapped over a series of lessons and developed over the course of the year

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Students are also encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity. Lessons also ensure all students work with all other students within the classes, regardless of race, religion, background, gender or sexuality while they interact with a number of poetic and artistic texts to act as stimuli for their work

Content-Knowledge and Skills.

In their first term of Drama, students are introduced to the basic skills in drama and learn to use these in subsequent lessons on 'Storytelling', creating performances using specific skills each time

Subject specific pedagogy

Scaffolding of tasks and modelling of examples are used so that students are able to build on prior learning.

Resources and support

Questioning is differentiated so that all learners can contribute to the lesson. Choice of activity is given so that the learning is more personalised. +1 challenge offered for those who want to extend their learning

Feedback, assessment and progress.

How are students assessed? How does this demonstrate progress?
 Half termly performance assessments focussing on character, voice, movement and genre. Students are marked on their performance related to their target and they can track their progress
 How do children receive feedback on their learning?
 Verbal feedback given throughout lessons both on final performance of it and while they are rehearsing to develop their learning
 How is feedback used to inform planning/ SoL?
 DIRT tasks are used to develop own progress, students take control of their Next Step so they can make their learning more personalised from the feedback given to them

Habits

Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year. See example below.
Year 7:
Collaboration – working with others to create performance, develop listening skills
Creativity – using their imagination to create performances