

Year 7 Drama Mid Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Introduction to Drama		Harry Potter		Melodrama	
Big Ideas	Improvisation Rehearsal Performance Evaluation		Improvisation Rehearsal Performance Evaluation		Improvisation Rehearsal Performance Evaluation	
Learning Goals	To be able to create and perform in character, using voice, movement and stagecraft. To be able to evaluate work using drama language		To be able to create and perform using a stimulus and script To be able to evaluate work using drama language		To be able to develop knowledge and understanding of the melodrama style of performance To be able to evaluate work using drama language	
Key Knowledge	To perform in character Drama techniques including Proxemics, Freeze Frame, Thought Tracking, Projection, Expression		To perform in character Drama techniques including status, emotion, character, relationships, status		To know the key features and stock characters for melodrama To perform in character Drama techniques including freeze frame, though tracking and melodrama	
Key Vocabulary	Collaboration, Rehearsal, Voice, Freeze Frame, Thought Tracking, Mime, Levels, Proxemics, Improvisation, Pitch, Projection, Pronunciation, Pause, Placing Emphasis, Body Language, Facial Expression, Gesture, Exaggeration, Slow Motion, Stimulus.		Protagonist, Antagonist, Villian, Comic Relief, Hero, Heroine, Pitch, Pace, Tone, Pause, Volume, Diction, Plot, Audience, Character, Montage, Posture, Body Language, Facial Expression, Gesture, Improvisation, Ensemble, Status		Melodrama, Heroine, Hero, Villain, Sidekick, Aged Parents, Narrative, Structure, Aside, Dramatic Irony, Captions, Expositional, Improvisation, Freeze Frame, Thought Tracking, Plot, Stock Character	
Assessment	Self-Assessment Peer Assessment Live teacher feedback Knowledge quizzes Exit tickets Teacher assessment at end of topic		Self-Assessment Peer Assessment Live teacher feedback Knowledge quizzes Exit tickets Teacher assessment at end of topic		Self-Assessment Peer Assessment Live teacher feedback Knowledge quizzes Exit tickets Teacher assessment at end of topic	
Creating mastery	I can work in a group with focus. I can confidently contribute ideas to the rehearsal process I can suggest appropriate drama techniques when creating a piece		I can work in a group with focus. I can confidently contribute ideas to the rehearsal process I can suggest appropriate drama techniques when creating a piece		I can work in a group with focus. I can confidently contribute ideas to the rehearsal process I can suggest appropriate drama techniques when creating a piece	
Performing mastery	I can sustain my character throughout a performance I can use a variety of vocal skills I can use a range of facial expressions and body language I can perform confidently and engagingly.		I can sustain my character throughout a performance I can use a variety of vocal skills I can use a range of facial expressions and body language I can perform confidently and engagingly.		I can sustain my character throughout a performance I can use a variety of vocal skills I can use a range of facial expressions and body language I can perform confidently and engagingly.	

Evaluating mastery	I can actively watch and listen to a performance I can use drama language in the correct context I can evaluate work and justify my opinions	I can actively watch and listen to a performance I can use drama language in the correct context I can evaluate work and justify my opinions	I can actively watch and listen to a performance I can use drama language in the correct context I can evaluate work and justify my opinions
Links to KS2 National Curriculum (English)	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 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.		
Links to KS3 National Curriculum (English)	Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction...short stories, poems and plays...from: English literature, both pre-1914 and contemporary, including prose, poetry and drama[.] understand increasingly challenging texts through: ...making inferences and referring to evidence in the text, knowing the purpose, audience and context of the writing... read critically through: ...studying setting, plot, characterisation and the effect of these...understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play[.]		
Links to KS4 – AQA GCSE Drama 8261	AO1: Create and develop ideas to communicate meaning for theatrical performance AO2: Apply theatrical skills to realise artistic intentions in live performance AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4: Analyse and evaluate their own work and the work of others		
Values	Character, Continuous Improvement, High Expectations, Knowledge and Leadership Resilience through individual practice of an instrument skill Respect of classroom expectations and the expectations of using musical instruments safely Leadership in ensemble playing		
Alignment with long term plans and knowledge organisers	The mid term plan reflects the progression and content outlined in the long-term plan. Key vocabulary is reflected in the knowledge organisers Practical and theoretical elements are consistently aligned with the skills assessed in the KS4 curriculum.		
Context	These units of work follow on from potential experiences at KS2		
Memory retrieval	Do Now activities, knowledge quizzes, cold-calling, think/pair/share, recap of previous tasks, building on topics as the year progresses		