

	<ul style="list-style-type: none"> - Willingness to participate - Respect for others - The ability to express ideas verbally and non-verbally - Teamwork and cooperation - Familiarity with simple drama terms like <i>character, scene, script, audience, stage</i> 	<ul style="list-style-type: none"> - Basic understanding of drama and vocal/performance skills from Term 1 - Willingness to speak aloud and move around in front of others - Ability to listen to others and work cooperatively - Ability to engage in role-play scenarios with creativity 	<ul style="list-style-type: none"> - Ability to cooperate in groups - Basic skills developed in Terms 1 and 2 in projecting voice and using exaggerated gestures - Openness to learn about ancient customs, beliefs and theatrical conventions that differ from modern drama 	<ul style="list-style-type: none"> - Understanding of basic drama terminology in terms of performance and vocal skills - Willingness to create and explore fictional characters - Basic skills in using voice and movement to express character traits - Ability to read simple scripts and perform in front of others 	<ul style="list-style-type: none"> - Understanding of plot, character, setting and mood – essential for recognising genre differences - Ability to identify features that define a genre through watching or reading a performance - Readiness to work in groups to explore and present genre-based scenes 	<ul style="list-style-type: none"> - Ability to read and understand short scripts - Familiarity with stage directions - Listening and speaking skills - Some understanding from Term 5 about how to interpret and portray a character using voice, movement and emotion - Focus and concentration - Imaginative engagement to bring a script to life
	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
	<p>Introducing drama skills at the start of Year 7 helps students build confidence, creativity, and communication from the outset of secondary school. It provides a safe space for self-expression, encourages teamwork, and supports emotional development through role-play and storytelling. Early exposure to drama also lays the foundation for future performance work and helps students develop essential life skills such as empathy, active listening, and resilience.</p>	<p>Teaching drama techniques in Term 2 of Year 7 is ideal because students have had time to settle into secondary school and build confidence in their new environment. By this point, they've developed foundational skills in communication and collaboration, making them more prepared to engage in creative and expressive activities.</p>	<p>Teaching Greek Theatre in Year 7 provides students with a rich foundation in the origins of Western drama. It introduces them to key theatrical conventions such as the use of chorus, masks, and amphitheatres, helping them understand how performance has evolved over time. This topic also encourages imaginative engagement with stylised and symbolic storytelling, while developing essential drama skills like voice projection, ensemble work, and physical expression.</p>	<p>Teaching characterisation in Year 7 is important because it lays the groundwork for students to understand how actors bring roles to life through voice, movement, and emotion. Introducing characterisation early helps build confidence in performance, encourages creative thinking, and supports literacy by linking drama to storytelling and character development. It also prepares students for more advanced dramatic techniques in later years.</p>	<p>At this stage, students are developing their ability to analyse and interpret different types of narratives, and exploring genre helps them understand how mood, structure, and character are shaped by style. It also encourages creativity, as students experiment with performing scenes in genres like comedy, tragedy, mystery, or fantasy. This foundational knowledge supports their appreciation of drama as an art form and prepares them for more complex work in later years.</p>	<p>At this stage, students are developing their literacy, communication, and collaborative skills, making it the perfect time to explore how scripts are structured and brought to life. Learning to approach a script helps students understand character, dialogue, stage directions, and performance choices, while also building confidence in reading aloud and working in groups. It lays a strong foundation for more advanced drama work in later years and supports cross-curricular learning, especially in English.</p>

Year 7 Drama

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Term 1

Topic: AN INTRODUCTION TO DRAMA

	<p>What are performance skills and drama techniques?</p> <p>What skills do you need to work effectively as a team?</p> <p>How do you create a character on stage?</p> <p>Which skills/ techniques can help you to create a character?</p> <p>How can you build your</p>	<p>Students will be taught the following:</p> <ul style="list-style-type: none"> • How to Work together successfully • How to Communicate effectively • How to Contribute ideas • How to identify performance skills • How to identify drama techniques 	<p>Students will understand:</p> <ul style="list-style-type: none"> • The importance of performance skills and drama techniques • How to effectively work with each other in groups • How to identify and demonstrate an effective use of performance skills • How to identify and demonstrate the use of drama techniques, 	<p>Social Skills</p> <p>Team work</p> <p>Communication</p> <p>Contribution</p> <p>Respect</p> <p>Listening</p> <p>Confidence</p> <p>Performance Skills</p> <p>Body Language</p> <p>Vocal skills</p> <p>Space</p> <p>Levels</p> <p>Movement</p>	<ul style="list-style-type: none"> • Mixed Ability groupings • Opportunities to give, take on and implement feedback • Peer Assessment • Video recordings • Feedback written by teacher in Class Feedback Log • Verbal feedback given in the lesson to help students further improve 	<p>Terminology Cards/Display</p> <p>Questioning/giving feedback cards</p> <p>Props – Blind fold for vocal activity</p> <p>Photocopy of monologue resource</p> <p>Class Feedback Log</p> <p>Knowledge Organiser</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>
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<p>confidence in drama?</p> <p>What is constructive criticism and how can this enable you to make further progress in drama?</p>	<ul style="list-style-type: none"> • How to give constructive feedback 	<p>incorporating these into performance work</p> <ul style="list-style-type: none"> • How to take on board feedback and implement this into their work 	<p>Gesture</p> <p>Facial expressions</p>	<ul style="list-style-type: none"> • Performance – incorporating skills and techniques • Contribution to class discussion and group work <p>Notes will be made in the class Feedback Log throughout the term, noting which areas students are making progress in and areas that require improvement, aiding target setting.</p>			
Term 2							
Topic: DARKWOOD MANOR (CREATING AN ATMOSPHERE ON STAGE)							
<p>What is an atmosphere?</p> <p>How can an atmosphere on stage be created</p>	<p>Students will be taught the following:</p>	<p>Students will understand the following:</p> <ul style="list-style-type: none"> • The effect drama 	<p>Atmosphere</p> <p>Techniques</p> <p>-Flashback</p> <p>-Still Image</p>	<ul style="list-style-type: none"> • Mixed Ability groupings • Opportunities to give, take on 	<p>Power point of Image of Dark Wood Manor</p> <p>Computer/sound effects</p>		<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent</p>

<p>using techniques?</p> <p>How important is Teamwork when working together to create a performance and why?</p> <p>What should be considered when creating an atmosphere on stage?</p> <p>How important is staying in role in a performance?</p> <p>What is hot seating and how can it help to develop your character?</p>	<ul style="list-style-type: none"> • How to incorporate Drama techniques into performance • How to create specific atmospheres on stage • How to make an impact on your audience • Introduction to Physical Theatre 	<p>techniques, when used well can have on an atmosphere, therefore the audience.</p> <ul style="list-style-type: none"> • Planning positioning on stage whilst incorporating techniques in performance work • An understanding of physical theatre 	<p>-Physical Theatre</p> <p>-Hot Seating</p> <p>-Characterisation</p> <p>-Organic sound</p>	<p>and implement feedback</p> <ul style="list-style-type: none"> • Peer Assessment • Video recordings • Feedback written by teacher in Class Feedback Log • Performance • Contribution • Notes will be made in the class Feedback Log throughout the term, noting which areas students are making progress in and areas that require improvement, aiding target setting. 	<p>Music</p> <p>Terminology Cards/Displays</p> <p>Questioning/giving feedback cards</p> <p>Knowledge Organiser</p> <p>Completing work booklet for Dark Wood Manor</p>	<p>within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>

Term 3

Topic: GREEK THEATRE (DISCOVERING THE ORIGIN OF THEATRE)

What is Greek Theatre?

Where and how did Greek Theatre originate?

What kind of techniques are used in Greek Theatre?

What is an amphitheatre?

What kinds of stories/plays did Greek Theatre perform?

Can you name any characters from Greek Theatre plays?

Students will be taught the following:

- **How important Greek History of theatre (origin) is**
- **Gods**
- **Myths**
- **Theatres**
- **Techniques**
- **The Chorus**
- **Use of Masks**
- **Riddles of The Sphinx**

Students will have an understanding of the following:

- The origin of theatre and drama techniques
- How important Greek theatre is in the history of theatre and how modern theatre has continued to use and adapt the original techniques
- How performance skills are adapted when wearing masks in theatre
- The use of the Chorus/ensemble in theatre

Greek Myths

Gods

Theatre Origin

Chorus

Ensemble

Techniques

The Sphinx

- **Mixed Ability groupings**
- **Opportunities to give, take on and implement feedback**
- **Peer Assessment**
- **Video recordings**
- **Feedback written by teacher in Class Feedback Log**
- **Performance**
- **Contribution**

History of Greek Theatre power point

Script Extracts for Greek Myths and choral speaking activity

Music/sound/computers

Riddle quiz and answers

Terminology Cards/Displays

Questioning/giving feedback cards

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Term 4

Topic: Characterisation

<p>What is characterisation?</p> <p>How can dialogue inform us about characterisation?</p> <p>How can hot seating help to create depth within characterisation?</p> <p>Can you create an off-text scene, planning your own dialogue?</p> <p>What is status and how can it be shown on stage through characterisation?</p> <p>Why are vocal skills and physical performance skills important when portraying a character on stage?</p>	<p>Students will be taught the following:</p> <p>How to show characters through the use of performance skills, using these effectively</p> <p>How to plan dialogue carefully informing the audience about the situation/character/sub text etc</p> <p>How to show relationships/status and plan interactions between characters on stage, with meaning</p> <p>How to work together to plan and create storylines using improvisation.</p> <p>How to understand why/how characters act/react the way they do and how to show this clearly to an audience.</p>	<p>Students will understand the following:</p> <p>How to adapt their use of performance skills to show different characters</p> <p>Plan dialogue effectively</p> <p>Plan and show relationships between characters</p> <p>Work together with others towards the same goal</p> <p>What status is and how it can be shown on stage</p> <p>Understand characters and storylines and plan these effectively</p> <p>Plan and show character reactions</p>	<p>Performance Skills</p> <p>Facial expression</p> <p>Body language</p> <p>Gestures</p> <p>Eye contact</p> <p>Positioning</p> <p>Posture</p> <p>Planned movement</p> <p>Discipline</p> <p>Space</p> <p>Levels</p> <p>Vocal skills</p> <p>Pitch</p> <p>Pace</p> <p>Pause</p> <p>Projection</p> <p>Tone</p> <p>Emphasis</p> <p>Accent</p> <p>Volume</p> <p>Intonation</p> <p>Tempo</p> <p>Characterisation</p> <p>Script work</p> <p>Improvisation</p> <p>Thought process</p> <p>Storyline</p>	<ul style="list-style-type: none"> • Mixed Ability groupings • Opportunities to give, take on and implement feedback • Peer Assessment • Video recordings • Feedback written by teacher in Class Feedback Log • Performance • Contribution • Notes will be made in the class Feedback Log throughout the term, noting which areas students are making progress in and areas that require improvement, 	<p>Class feedback logs</p> <p>Copies of scripts</p> <p>Knowledge organiser</p> <p>PowerPoint of characterisation scheme</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>
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	<p>Can you create your own characters?</p> <p>Can you create a character implementing improvements from last lesson?</p> <p>Can you create and maintain challenging characters whilst remaining disciplined on stage?</p>	<p>How to consider areas to improve and implement these into work</p> <p>How to maintain discipline within performance and why this is important.</p>	<p>Work towards improving their approach, further developing skills</p> <p>Maintain discipline in performance</p>		<p>aiding target setting.</p>		
Term 5							
	Topic: Exploring Genre						
	<p>What does Genre mean?</p> <p>How can you adapt your acting style to suit different genres?</p>	<ul style="list-style-type: none"> How to practically explore and understand the main elements of a range of genres. 	<p>Students will gain an understanding of the following:</p> <ul style="list-style-type: none"> Students will be able to demonstrate their knowledge 	<p>Genre</p> <p>Characterisation</p> <p>Performance skills</p> <p>Keywords</p>	<ul style="list-style-type: none"> Mixed Ability groupings Opportunities to give, take on and implement feedback 	<p>Photocopies of extracts of stories/scripts</p> <p>Clips on you tube</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach.</p>

<p>Can you recognise the style of each genre?</p> <p>How do you approach creating a character from a story?</p> <p>How do you begin to create a performance?</p> <p>What skills/techniques do you need to incorporate within your final performance?</p> <p>What do you need to improve upon with your performance work?</p> <p>How will you go about doing this?</p>	<ul style="list-style-type: none"> • Focus on acting style, characterisation and storylines found within each genre. • Use their knowledge to create a final performance in groups, based on the genre of their choice, ensuring that all elements are clearly incorporated. • Read a selection of texts/scripts taken from a range of genres • How to work together in groups to create a piece of theatre using the techniques and methods of a specific genre, showcasing their knowledge 	<p>of the different skills required to recognise texts and create a range of performances, from different genres.</p> <ul style="list-style-type: none"> • Students will create characters using exaggeration at points, along with their use of performance skills • Students will be able to read and understand a scripted extract and use their imagination to take this information from the page to the stage, considering their use of movement, positioning and vocals. • Students will understand the importance of 	<p>Context</p> <p>Comedy</p> <p>Tragedy</p> <p>Romance</p> <p>Action</p> <p>Thriller</p> <p>Crime</p>	<ul style="list-style-type: none"> • Peer Assessment • Video recordings • Feedback written by teacher in Class Feedback Log • Performance • Contribution • Notes will be made in the class Feedback Log throughout the term, noting which areas students are making progress in and areas that require improvement, aiding target setting. • Students will be assessed in a final group performance towards the end of the term. They must incorporate their knowledge 	<p>Set/costume/lighting design images discussed, looking at colours, genre, shapes and symbolism</p>	<p>Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>
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			creating specific atmospheres and be able to demonstrate how this can be achieved through the use of drama techniques and music/sound on stage.		of skills and techniques, demonstrating their understanding.		
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Term 6 TOPIC: APPROACHING A SCRIPT

<p>What is a play script?</p> <p>What are themes and how can you identify them in a story?</p> <p>What is contextual information and why is it important?</p> <p>How do you adapt performance skills to create</p>	<p>Students will be taught the following:</p> <ul style="list-style-type: none"> • How to read and understand a play text • Themes • Context (Social, historical, political, cultural context) • Adapting performance skills to create 	<p>Students will have an understanding of the following:</p> <ul style="list-style-type: none"> • To deduce/infer information from within the dialogue/stage directions of a play. • To plan movement and positioning on stage effectively • To communicate meaning to an audience through 	<p>Themes</p> <p>Context</p> <p>Stage Direction</p> <p>Deduce</p> <p>Infer</p> <p>Planning Movement</p> <p>Positioning</p> <p>Communication</p> <p>Characterisation</p>	<ul style="list-style-type: none"> • Mixed Ability groupings • Opportunities to give, take on and implement feedback • Peer Assessment • Video recordings • Feedback written by 	<p>Terminology Cards/Displays</p> <p>Questioning/giving feedback cards</p> <p>Photocopies of the script extracts</p> <p>Music/Sound/Computer</p>	<p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p>	

	<p>different characters?</p> <p>What informs your planning for vocal skills and movement?</p>	<p>and develop a character</p> <ul style="list-style-type: none"> • How to plan movement and vocals on stage • Communicating meaning to an audience 	<p>the use of performance skills/drama techniques</p> <ul style="list-style-type: none"> • To adapt the use of performance skills in order to create a character with depth 		<p>teacher in Class Feedback Log</p> <ul style="list-style-type: none"> • Performance • Contribution • Notes will be made in the class Feedback Log throughout the term, noting which areas students are making progress in and areas that require improvement, aiding target setting. 		
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