

OVERVIEW	<p>In Drama, the Year 7 curriculum is focussed around drama studio etiquette as this is a new discipline to most. Year 7's gain an understanding of the basic drama skills that will help them build technical knowledge needed to progress at KS3. This will help them progress as a young performer and take responsibility in their own learning. Our lessons encourage our students to think and act creatively to develop critical thinking that can be applied in all areas of learning.</p>		
AUTUMN	<p>At the start of Year 7 students begin studying project 1 Introduction to Drama. This topic allows our students to be introduced to the basic fundamentals needed to progress in their lessons. They will look at particular key words needed to take them through KS3 into KS4 such as; DELTA which is frequently used to explore freeze-frames. This project is created to be accessible for all levels of drama for those that have some experience and for those who have none.</p>	<p>Baseline Assessment</p> <p>On their arrival into year 7 students are given a short scripted performance from 'James and The Giant Peach' and we are looking at how students perform to an audience.</p>	<p>Personal Development</p> <p>SMSC</p> <p>Social</p> <p>Willingness to participate and cooperate well in a variety of practical activities and build mutual respect within groups.</p>
SPRING	<p>At the beginning of our spring term students start to develop the knowledge and skill, characterisation through the project of 'Emily'. This project introduces students to characters and how we bring characters to life in a performance and their purposes. Students can be very creative with their ideas of Emily which we call, process drama.</p> <p>Near the end of our Spring term students are introduced to their first genre of theatre, Silent Movies. This project brings explores in greater detail mime, gestures and exaggeration through the creative characterisation of Charlie Chaplin.</p>	<p>End of Topic Assessment</p> <p>At the end of every project students are assessed on a performance using KPIs (Key Performance Indicator) on a grading of 1-4. They also are tested on a knowledge organiser test that is used in conjunction with their homework and lesson content.</p>	<p>Cultural</p> <p>Exploring the background of Brazil and Australia. To understand and accept diversity in these countries.</p>
SUMMER	<p>In our final term students will learn about a drama practitioner Stanislavski in their project of Surfers of Brazil. This project explores Stanislavski's naturalistic style of theatre through persuasion techniques and emotional memory. This projects builds on students prior knowledge of the performance partnership through Teacher in Role and Student in Role.</p>	<p>Mid-Point Assessment</p> <p>In the spring term students are given a mid-point assessment and this is on a performance only which works inline with our KS4 GCSE.</p>	<p>School Values</p> <p>Aspiration</p> <p>Aspire through understanding the knowledge of famous playwrights and drama practitioners.</p>
<p>Useful resources for supporting your child at home</p> <ul style="list-style-type: none"> BBC Bitesize Drama 		<p>End of Year Assessment</p> <p>At the end of the year students will complete a full written test that takes knowledge from all topics throughout the year.</p>	
<p>Homework</p> <p>Students will complete homework every two weeks that is set from their knowledge organiser. Students engage in the activity using read, cover, write, check. The homework builds on new learning and prior knowledge to help students progress further.</p>		<p>Creativity</p> <p>Students create new performances every lesson. Thinking and developing in groups which develops into their assessments.</p>	