

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: Performing Arts - Drama

YEAR: 7

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Introduction to Performing Arts Team building	To develop understanding of what is expected in PA. To develop teambuilding and coordination skills.	Discuss rules and expectations of Performing Arts. Selection of team building & co-ordination games.		Self/Peer – plenary evaluation of performance. Formative –throughout the lesson
Baseline assessment	To demonstrate dramatic skills including script work, characterisation and improvisation skills.	Pupils to perform a set script and devise a scene linked to the theme in groups. Pupils to perform group by group for class and camera for assessment. Students complete their end of unit evaluation and set targets for the following unit.		Summative- Baseline assessment.
Theatrical skills Introduction to drama skills	To develop an understanding of body language, facial expression and gesture for use in drama	Pupils will work on developing their use of body language and facial expressions to show emotions. Pupils to develop mime skills and character for performance using the role on the wall technique		Self/Peer – plenary evaluation of performance. Formative –throughout the lesson
Theatrical skills Devising and freeze frame	To develop an understanding of the use of Freeze frame in drama. To be able to use character skills to devise a given scenario.	Pupils introduced to The Island as their stimulus for drama. Pupils to gain knowledge of and use freeze frame. Pupils devise a scene ‘wining a holiday’ applying character skill and the use of freeze frames		Self/Peer – plenary evaluation using traffic light system Formative –throughout the lesson

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Theatrical skills Thought track	To understand the use of Thought track and to be able to apply it within a scene.	Pupils introduced to The Island as their stimulus for drama. Pupils to be taught and explore the use of Thought track. To create their own thought track and apply within their freeze frame.		Self/Peer – plenary evaluation of performances. Formative –throughout the lesson.
Theatrical skills Time lapse	To rehearse their Drama performance in preparation for assessment.	Class discussion of skills learnt and applied so far Rehearse and recap prior learning Extension: Pupils to develop final scene ‘conclusion to the Island’ using time lapse. Perform for peer group.	Rehearse for performance assessment	Self/Peer – plenary evaluation Formative –throughout the lesson.
Assessment Performance and evaluation	To perform for assessment. To be able to respond to own work and work of others.	Pupils will rehearse and apply any feedback from previous lesson to their work. Pupils to perform group by group for class and camera for assessment. Students complete their end of unit evaluation and set targets for the following unit.		Pupils will rehearse and apply any feedback from previous lesson to their work. Pupils to perform group by group for class and camera for assessment. Students complete their end of unit evaluation and set targets for the following unit.

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Physical theatre Darkwood Manor	To understand the genre of physical theatre. To be able to use physical theatre to communicate a theme.	Class discussion and techniques of Physical theatre. Class exploration of physical theatre. In groups Pupils to create a physical theatre scene based on 'Darkwood Manor'		Self- Peer – plenary evaluation Formative – throughout the lesson
Soundscape Darkwood Manor	To develop understanding of the use of sound in drama. To be able to use the techniques of sound effects and soundscape.	Introduction to the use of sound in drama and the effects of its use. Pupils to create whole class and group soundscapes and sound effects.		Self- Peer – plenary evaluation Formative – throughout the lesson
Devising	To devise a piece of drama using sound and physical theatre.	Pupils to demonstrate knowledge of Sound and physical theatre. Pupils to devise a drama amalgamating their use of physical theatre and sound. Perform for peer group.		Self- Peer – plenary evaluation Formative – throughout the lesson
Assessment Performance and evaluation	To perform for assessment. To be able to respond to own work and work of others.	Pupils will rehearse and apply any feedback from previous lesson to their work. Pupils to perform group by group for class and camera for assessment. Students complete their end of unit evaluation and set targets for the following unit.		Self/Peer – plenary evaluation Formative –throughout the lesson. Summative – level to be given for final performance and written evaluations.