



PLUME ACADEMY - LEARNING OVERVIEW

Year	7
Subject	Drama

Prior Learning

The Year 7 programme of study in Drama builds on a child's key stage two experience by:

- Teaching basic dramatic techniques and performance skills to ensure that all students develop a foundation for building a character and devising work. This is taught without a specific genre or style, so that the area of skill is the focus.
- Students then implement the skills and techniques learnt in the first half term, into a specific genre (pantomime). Understanding of techniques and skills is now transferred to a genre/style of performing, resulting in a greater depth of understanding of how the techniques can be used to communicate meaning and enhance a performance.
- Students are introduced to the 'life/transferable skills' that are developed through their learning in drama as we encourage students to reflect on and consider what they have engaged with in their drama lesson, question why they have engaged with or studied a certain topic or skill and then evaluate how it can help them beyond the drama studio.

Curriculum Intent – What are the curriculum aims?

- To develop student's awareness and understanding of theatre history
- To build on the performance skills needed to effectively create and develop a character
- To explore ways in which we can convey a story to an audience and consider the importance of storytelling
- To develop an understanding of key terminology and be able to use this when creating and evaluating practical work
- To be a collaborative theatre maker who is confident to perform in front of others
- To develop an awareness of, and be able to perform in the style of, different theatre genres.
- To promote the importance of evaluating ones own work and the work of others in order to develop, improve and progress in a specific skill



Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	The Six C's of Drama
	Half Term 2	Pantomime
Term 2	Half Term 3	Roald Dahl
	Half Term 4	History of Theatre
Term 3	Half Term 5	Ernie's Incredible Illucinations
	Half Term 6	Ernie's Incredible Illucinations

Curriculum Impact – How will progress be assessed?

Students will receive verbal feedback weekly, during the collaborative rehearsal process, and after the performance of practical work developed in class.

Students will have time to respond to the feedback they are given to ensure optimum opportunity is provided for students to make progress.

Students will be assessed and receive feedback, each half term, on how they collaborate in rehearsal, perform and evaluate their work.

Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
BBC Bite size National Theatre website YouTube- Crash Course Theatre series	- Drama club – held weekly after school for 1 hour. -Expressive Arts Ambassador award scheme to promote commitment to the arts with extend skills, knowledge and understanding outside of the curriculum. -Super curricular tasks – linked to arts ambassador award card.	Live/Streamed theatre experiences Encourage your child to attend extra-curricular activities Encourage your child to analysis and evaluate film and TV work that they have seen. Attend external theatre groups.