

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Developing Skills and Techniques		Oliver Twist		This Is Bradford	
Expected Student Start Point	This will be many student's first experience of drama so most will be hesitant when it comes to performing in front of their new peers Some will have prior knowledge gained through experiences at primary, shows potentially seen and participation in external clubs, classes or groups.		Students will now have an understanding of have the lessons in drama run and how they differ from other lessons in school. They will have knowledge of some performance skills and techniques and be starting to gain confidence in using them.		Students now have the confidence to apply the performance skills they have learnt, to extracts of scripts and concepts within them.	
Key Misconceptions	You have to sing and dance in lessons. You don't have to perform. How to behave as an audience.		What an Orphan is and that workhouses in Victorian Britain were only for Orphans. Who Charles Dickens was and other work he has written.		That no one successful has come from Bradford. Famous people who come from Bradford.	
Intent	This scheme of learning intends to introduce key concepts, skills and techniques in drama bridging the gap between drama learning in primary school and secondary school.		This scheme allows students the chance to explore how texts can be used in drama. Students will focus on reading aloud and navigating the format of a script.		Looking at the influential classical and contemporary playwrights of Bradford, students will develop their cultural capital in relation to Bradford and drama.	
Key Knowledge	An introduction to all the basic drama skills which will build the foundations of all future learning within drama.		Understanding a scripts and how to read one as well as methods for learning lines and retaining information.		Students will develop an understanding of the development and influence of drama on their own community.	
Key Skills	Recognise and use drama techniques. Contribute to group work, sharing ideas, listening and responding constructively. Use facial expression and body language		Use drama techniques in performance. Make a contribution to group work, sharing ideas, listening and reading out loud. Navigating a script and following Stage Directions.		Recognise and use drama techniques. Make a contribution to group work, sharing ideas, listening and responding constructively. Use facial expression and body language to convey emotions. Recognise the genre, style, historical or cultural	

	<p>to convey emotions.</p> <p>Comment constructively on the effectiveness of others' work.</p>	<p>Reflect on themes that are being explored through drama.</p> <p>Sustain a role for the whole performance.</p>	<p>context of drama and can comment on key elements of these.</p> <p>Reflect on themes that are being explored through drama.</p> <p>Sustain a role for the whole performance.</p> <p>Comment constructively on the effectiveness of others' work.</p>
Key Vocabulary	<p>Freeze frame, projection, flashback, direct address, narration, angel vs devil, sound scape, stimulus.</p>	<p>Scripts, stage directions, line learning, performing</p>	<p>Devise, investigate, create, explore, reproduce.</p>
Expended Student End Point	<ul style="list-style-type: none"> To have knowledge of techniques and performance skills To have more confidence when performing To know how to act as an attentive, engaged audience member 	<ul style="list-style-type: none"> To have looked at extracts of Oliver Twist To use performance skills As a script and explored through practical drama Students will know how to apply the techniques and knowledge learnt to text as well as concepts from within the text. Students will study this in Year 8 English so will go into that learning with some prior knowledge. 	<ul style="list-style-type: none"> - Greater knowledge of practitioners from Bradford - The ability to embed performance skills in work - Greater confidence when performing
Form of Assessment	Recording milestone performances.	Recording milestone performances.	Recording milestone performances.
Enrichment opportunities	Drama club / Performing Arts Academy.	Drama club / Performing Arts Academy.	Drama club / Performing Arts Academy.
Leadership opportunities	Lead their group by directing or giving	Lead their group by directing or giving	Lead their group by directing or giving feedback.

feedback.

feedback.



AMBITION



RESILIENCE



COURTESY



KINDNESS