



Year 7 Drama – Role Play



West Kirby
Grammar School

Learning about this topic is important because:

This builds a foundation for performing a character and staying in role, using imagination, improvising and thinking about physical and vocal skills. It allows you to think in character and engage in group and ensemble performance. You will get to experience Teacher-In-Role (TIR), perform as Pupil-In-Role (PIR) and write your own monologue. You will learn how to use the drama strategies of thought-tracking, hot seating and cross-cutting.

This builds on:

Drama knowledge built in primary school/ KS2 - linking to role play, school plays and extra-curricular performance.

This leads to:

Creating and developing performances in class, presenting to others and using history as a stimulus.

We will learn/knowledge:

- Improvising and Performing
- How to take on a role as an evacuee
- How to create a specific character.
- How to devise
- How to create a character from a historical period (example the use of language, costume, props, attitudes)
- Taking on a role PIR
- How to work with a teacher in role
- How to write a Monologue
- How to use eye contact
- How to use non-verbal communication
- How to work effectively in small groups
- How to present and perform in front of a group
- How to respond to each other during performance.

We will develop/practise skills including:

Theatrical convention

- Use of tableau(x)
- Spotlighting
- Thought tracking
- Hot seating
- Direct Address
- Mantle of the Expert
- Crosscutting

Some of the vocabulary that we will use includes:

Teacher-In-Role (TIR), perform as Pupil-In-Role (PIR), Evacuee, monologue, performance, evaluation.

You could learn more about this topic by:

Learning about WW2 in History

Reading books based on evacuees (such as *Hattie's War*)

Watching films based on the evacuation (*Narnia*, *Railway Children*, *Goodnight Mr Tom*)

Talking to Grandparents or neighbours about their experiences.





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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

You will be assessed on your ability to **create performance material (C)**, **present (P) a performance** and **respond (R) to performance material**.

Taking on the Role of a WW2 Evacuee. You are assessed on your ability to sustain a role (P), use appropriate language, dialect, vocal and physical skills to establish a role (C).

Writing a short monologue. You are assessed on your use of appropriate language for your role, presentation of piece using vocal and physical skills.

Performing and staying in character (C, P).

Group performance using crosscutting. You will create a performance as part of a small group and present it to your peers (C, P).

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance.

You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



Year 7 Drama - Pantomime

Learning about this topic is important because: You will learn about the history and context of Pantomime, knowledge of stock characters and the conventions of pantomime.	
This builds on: Year 7 – ROLE-PLAY (WW2), pantomimes you have seen and/or performed.	
This leads to: Developing your understanding of theatre history, using an exaggerated acting style and exploration of tension.	
We will learn: • What stock characters are, from where they originate and how to perform them. • The main conventions of pantomime and how to apply them within a short performance. • The history of Pantomime. • How to create humour and create comedy • How to break the fourth wall / interact with an audience • How to apply the basic principles of storytelling.	We will develop/practise skills including: • Exaggerated vocal and physical skills • Portrayal of a character • Use of song, dance and music • Storytelling • Improvisation • Acceptance • Non naturalistic acting
Some of the vocabulary that we will use includes: Stock characters. Pantomime. Conventions. Comedy. Non naturalism. Fourth wall. Improvisation. Commedia dell'Arte. Slapstick.	You could learn more about this topic by: Watching a pantomime (normally around Christmas time) THEATRE 101: A Brief History Of Pantomime - YouTube ITV Panto- Cinderella - YouTube - Full show. Reading Pantomime scripts or familiarising yourself with the well-known stories. Researching the history of stock characters and Commedia dell'Arte. 
Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. You will be assessed on your ability to create performance material (C), present (P) a performance and respond (R) to performance material.	



Year 7 Drama - Pantomime



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The key pieces of work in this topic are:

Research into the History of Pantomime to inform your practical work. This can be presented as a poster, powerpoint, information leaflet (R).

Creation and performance of scenes from *Cinderella* that includes key conventions of pantomime - style, character, techniques (C, P).

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance.

You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



Year 7 DRAMA – MIME

Learning about this topic is important because: It will help you understand how what you do physically can impact on an audience. You will understand the skill involved in using movement and facial expression to communicate a story and character to an audience.

This builds on: Creating a role in ROLE PLAY Year 7. Exaggerated acting styles used in PANTOMIME.

This leads to: Development of non-verbal communication in HARRY POTTER. Use of mime in GREEK THEATRE and MELODRAMA in Year 8

We will learn:

Dramatic conventions /techniques

- Click technique/C technique/SNAP technique/OK technique
- The box/the wall
- Clocking
- Tug of war
- Making/breaking the illusion of the 4th wall
- Placards
- How to interact with an audience
- How to use the performance space to suggest the world of the play.
- How to perform with music/How to select appropriate music for a mimed performance.

We will develop/practise skills including:

- Group work
- Focus
- Communication
- Imagination
- Sustaining a role
- Performance in front of an audience
- Physical expression such as gait, body language, posture, gesture.
- Eye contact/eye line
- Action/reaction
- Spatial Awareness

Some of the vocabulary that we will use includes:

Genre, non-verbal communication, illusion, suspension of disbelief, spatial awareness, tension, snappy movements, clarity, characterisation, physicalization, posture, mannerisms, isolated movement, levels, Jacques Lecoq, Marcel Marceau.

You could learn more about this topic by:

Watching mime clips on YOUTUBE for example: Car scene

[Mime - ET the Mime - The Car - YouTube](#)

Researching Jacques Lecoq.

Finding drama schools that teach MIME courses.



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. **You will be assessed on your ability to create performance material (C), present (P) a performance and respond (R) to performance material.**

The key pieces of work in this topic are:

Research: Create a poster about the History of mime (R).



Year 7 DRAMA – MIME



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Develop a short piece of mime in a group based on stimulus (C). You are assessed on your precision as a performer using mime. Your physical skills and showing audience awareness within the piece (P).

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance. You will write down their comments and reflect upon what you did well and what you need to do to develop your skills



Year 7 Drama - Shakespeare

Learning about this topic is important because:

You will research, explore, and perform key scenes from Shakespeare plays. You will gain understanding about the four key genres found within Shakespeare's plays. You will practically explore the storyline, characters, context, and performance style. You will continuously apply knowledge, creativity, and imagination.

This builds on:

Non-naturalistic acting style in PANTOMIME, script work in HARRY POTTER.

This leads to:

Further understanding of theatre history in MELODRAMA and GREEK THEATRE in Y8 and PRACTITIONERS in Y9. Script work and analysis in TENSION AND STATUS in Y9, script work in Y11, Y12 and Y13.

We will learn:

- Improvising and Performing
- Performing roles from text
- Role play on scenes
- Improvising scenes
- Creating characters
- Monologues
- Duologues
- Group performance
- Comedy roles
- Tragic roles
- Classical language/delivery
- Interpretation of rhythm and metre
- Themes
- Theatre history

We will develop/practise skills including:

- Monologue
- Duologue
- Text performance
- Punctuation Shift
- Ensemble work
- Unison
- Projection
- Diction
- Interpretation of text
- Rhythm/iambic pentameter

Some of the vocabulary that we will use includes:

iambic pentameter, Tragedy, Ensemble, Projection, Language, Rhythm, Soliloquy, Vocal expression including phrasing, diction, projection, breathing, vocal power.

You could learn more about this topic by:

Reading Shakespeare plays (There are lots to choose from)

Watching a synopsis on YouTube/ full length performances online or live theatre. There are many on Digital Theatre Plus. Ask your Drama teacher for the link and log in details.

[Home | Shakespeare North Playhouse | Theatre | Venue | Café | Bar | Performance Space](#)

[Royal Shakespeare Company | RSC](#)

[Welcome to Shakespeare's Globe | London](#)





Year 7 Drama - Shakespeare



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, encouraging group discussions and giving you feedback in lots of different ways. You will be assessed on your ability to **create performance material (C), present (P) a performance and respond (R) to performance material.**

The key pieces of work in this topic are:

Exploring and performing various script extracts, practical exploration of text, end of topic performance. You will be assessed on your vocal and physical ideas for presentation of character, your ability to sustain a role, interpret the text and communicate meaning to an audience (C, P, R).

END OF YEAR DRAMA ASSESSMENT: Performance of a scripted duologue scene. Assessed in class the first week of Summer Term 2.



Year 7 Drama – PAGE TO STAGE

Learning about this topic is important because:

The scheme develops skills in adaptation and performance as you will use prose and scripts to rehearse and develop a short scene. You will focus upon your vocal expression, physical expression and characterisation as well as your creating skills. You will also improve your focus, your ability to collaborate and your skills in analysis and communication. You will use characters from well-known novels such as *Harry Potter* and *Matilda* to develop these skills and will be given the opportunity to source your own material to adapt and make into a performance.

This builds on:

Non-verbal communication developed in MIME and PANTOMIME. Physical and vocal skills developed in ROLE-PLAY (WW2).

This leads to:

Refined skills in **performance and a greater awareness of how to use voice and body to effectively communicate with an audience.**

Year 7: For the Shakespeare SOW, students may use key lines/script extracts or characters from scripts for exploration and development.

Year 8: Script Work include interpretation of scripted material for performance.

Year 9: Devising: Students use stimuli to create drama, which may be prose or text

We will learn:

- How to use prose to create a short performance
- The difference between narrative voice and dialogue
- To use our vocal skills to communicate effectively with an audience, paying close attention to pace, diction, accent, emphasis and projection.
- To use our physical expression to communicate effectively with an audience, focusing specifically on gesture, facial expression, gait and posture.
- How to use the stage space effectively using levels and stage positioning.
- How to block a scene for performance.
- Basic stage combat.
- How to develop character, using facts provided by the writer in collaboration with interpretation.
- How to rehearse, refine and present a short performance as part of a small group for an audience of peers and staff.

We will develop/practise skills including:

- Vocal skills, including pace, diction, projection
- Physical skills such as gait, posture, facial expression, gesture, eye contact/eye line
- Spatial awareness and use of stage space, including performing for an audience
- Characterisation
- Adaptation
- Analysis and interpretation
- Collaboration
- Independence
- Resilience
- Analysis and evaluation



Year 7 Drama – PAGE TO STAGE

Some of the vocabulary that we will use includes:

- Performance skills associated with vocal expression (diction, pace, projection) and physical expression (gait, gesture, posture, facial expression)
- Blocking
- Levels
- Eye line/eye contact
- Hotseating
- Characterisation
- Script
- Prose
- Narration and narrative voice
- Dialogue
- Analysis
- Interpretation
- Stage combat
- Trust

You could learn more about this topic by:



Finding out more about physical expression in performance:

[How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

Finding out more about vocal expression in performance:

[Controlling your breathing - Using your voice - GCSE Drama Revision - BBC Bitesize](#)

Accessing Digital Theatre Plus online and watching a variety of plays. Ask your Drama teacher for the log in details and password:

[Digital Theatre+ \(digitaltheatreplus.com\)](https://digitaltheatreplus.com)

Reading plays to learn more about characters – think about what information the writer provides and how an actor might interpret a character

Going to the theatre to see how actors use their performance skills in performance.

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The key pieces of work in this topic are:

Final polished performance of a short scene, presented as part of a group or pair (C, P). You are being assessed on interpretation, understanding of text, characterisation, conveying meaning for an audience.

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance.

You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



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