



Big Question

AoLE: EXPRESSIVE ARTS	Subject: DRAMA	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of Curriculum
Can you perform it? Jungle Book Educational Games	In <b>Year 7</b> Drama begins with exciting lessons based on fun games and activities which encourage the kids to mix, collaborate and expand their comfort zones. Students will learn Drama structures and techniques such as <i>Still Image, Movement Sequence, Whole Group Role Play, Mime, Staging, Improvisation, Reaction Time, Eye Contact, Concentration, Stage Presence, Body Language, Facial Expressions, Story Telling, Genres, Levels, Timing and Minimalism</i> . Physical, mental and vocal warm-up games will be used to encourage all students to participate. Role-plays, discussions, trust activities and movement sequences are used to improve self-confidence and awareness. A whole class production of <i>Jungle Book</i> will be performed, as well as covering <i>Greek Theatre, Roald Dahl, Disney and Musicals</i> . Year 7, is an opportunity for the students to express themselves and learn the <i>Power of Theatre, Pantomime</i> and <i>Welsh Identity</i> . Progression will be monitored through regular assessments, using marking criteria.

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can synthesise and apply experience, knowledge and understanding with sophistication and intent when communicating my ideas.</p> <p>I can design creative outcomes to professional and industry-standard with sophistication, clear purpose and intent.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing, presenting and marketing my creative work.</p>	<p><b>Invent and develop sophisticated</b> scripts and performances, that are well structured and that utilise different techniques found in this industry of Drama, Film and Theatre.</p> <p><b>Analyse</b> their own and other students' work, considering intent, purpose and audience. Make comments on characterisation, plot, relationships, body language and facial expressions.</p> <p><b>Evaluate</b> the effectiveness of their product, commenting on how to improve and what makes it successful using the assessment criteria of performing and writing.</p> <p><b>Apply</b> technical and physical control into the acting performances, as well as creative ideas and imagination when writing a script or devising a piece of theatre.</p> <p><b>Perform</b> using the ten points of assessment criteria for performance, demonstrating that all dialog has been learnt, requiring '<i>No Script</i>' and creating realism with a '<i>Feeling of Truth</i>'.</p>
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can recognise and articulate strengths to demonstrate resilience and determination to improve. I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and presentation to the audience.</p>	<p><b>Oracy</b> used efficiently to perform in front of an audience, using the correct volume, tone, range, pitch, tempo and language to best communicate the script on stage and through recordings.</p> <p><b>Build</b> a portfolio of work by accumulating video and photographic evidence demonstrating techniques using performances and creative writing techniques that highlight originality and good stage presence, proxemics, movement, positioning and directions.</p> <p><b>Perform</b> as a character with over twenty lines, utilising all the assessment criteria necessary to achieve Beginning and Securing levels, as well as following stage directions by correctly '<i>Transitioning</i>' between scenes and characters. Also, '<i>Projecting Voice</i>' uses elements of oracy and pace, clarity and accent, that demonstrates the characteristics and personality of the role.</p>
Securing	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, resources and tools showing innovation and resilience.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary. I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes/outcomes.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work, then perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact on the audience.</p>	<p><b>Demonstrate</b> security when performing, following the learning objectives and assessment criteria to best demonstrate the script on stage, with no mistakes when filmed.</p> <p><b>Implement</b> soundtracks and audio recordings within performances to create an atmosphere that is realistic to the scene and demonstrates the mood necessary.</p> <p><b>Use</b> different camera angles and basic recording techniques that show all the characters on stage and follow the correct transitions and stage directions.</p> <p><b>Knowledge</b> of the play/script being performed and understand the characters' relationships and connection to the plot. Whilst recognising the genre '<i>Comedy, Mime, Horror, Tragedy</i>'.</p> <p><b>Perform</b> relevant assessment criteria necessary for Begging and Securing levels. Whereby, students must use '<i>Facial Expressions</i>' and use '<i>Physical Skills</i>' of gesture, posture and body language to express the characters emotions.</p>



Beginning	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can give and accept feedback as both actor and audience. I am beginning to apply techniques in my creative work with guidance and direction.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p>	<p><b>Identify</b> the type of character that they are performing as '<i>Protagonist or Antagonist</i>'. Recognising the personality and characteristics of the role, using '<i>Naturalism</i>' illusion of reality.</p> <p><b>Describe</b> what makes a successful performance, using learning objectives/assessment criteria.</p> <p><b>Identify</b> areas in which they or their peers can improve their performances and writing.</p> <p><b>Beginning to implement</b> soundtracks and audio recordings into their performances.</p> <p><b>Perform</b> in front of the class by staying in character '<i>Fourth Wall</i>', positioning yourself to '<i>Face the Audience</i>' and not block the view of other actors by distancing correctly '<i>Proxemics</i>' and utilising levels and space for visual synthetics by '<i>Following Stage Directions</i>'.</p>
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><u>Learning experiences:</u></p> <p>Learners will learn the basics of performing a piece of theatre, through a variety of techniques. Learners will engage in performances, using different types of scripts which they must understand. Learners will devise theatre and record performances on stage in front of an audience of peers.</p> <p><u>National/International Links:</u></p> <p>Jungle Book is a book and film known on the world's stage. The story has been widely studied and performed via film, theatre and social media. The story has provided job opportunities for actors, costume designers, lighting/digital technicians, script writers and set designers/artists, all viable career options for individuals to explore and make a living on.</p> <p>The Jungle Book was written by Rudyard Kipling in 1894, which had core values of teaching respect, understanding authority, obedience, society and family. The storyline/plot explores family dynamics and friendships, acknowledging loyalty, trust, communication and responsibilities of life. Also, students learn different cultures, with the Jungle Book's country of origin being Seone Hills of Madhya Pradesh, an Indian state, where today's Pench National Park is located.</p>	<p><u>Cross curricular links:</u></p> <p>Numeracy: <b>Bar Graph</b>  <b>Beginning:</b> Can identify the class favourite Christmas Film by the data provided/collected.  <b>Securing:</b> Can use uniform scale from zero and label X/Y axis 'Favourite Film and Frequency'.  <b>Advancing:</b> Can use SALUTE, bars are equal widths and attempt MODE 'most popular film'.  <b>Excelling:</b> Can work out FRACTIONS and PERCENTAGES of data accumulated in the graph.</p> <p>DCF: <b>Recording and Creating digital content: manipulating audio and video</b>  <b>Excelling:</b> Can create, edit and organise multimedia components (images, sound and video).</p> <p>Literacy: <b>Script Writing</b>  <b>Beginning:</b> Can write from left to right, recognising the alphabetic nature of writing and meaning.  <b>Securing:</b> Can write using imaginative, varied and precise vocabulary. Using more difficult words.  <b>Advancing:</b> Can use appropriate language, vocabulary, standard forms and higher level spelling.  <b>Excelling:</b> Can use strategies to correctly spell complex and irregular words and phrases.</p> <p>Literacy: <b>Script Reading</b>  <b>Excelling:</b> Can read complex texts independently for sustained periods.</p>

Learning key words, genres, progression steps and evaluation techniques
<p>Step 1: I can communicate ideas, feelings &amp; memories for an audience &gt; I am beginning to apply techniques in my creative work with guidance &amp; direction &gt; I can perform, produce &amp; design.</p> <p>Step 2: I can combine my knowledge, experience &amp; understanding to plan/perform for a range of different audiences/outcomes &gt; I can draw upon a range of discipline-specific techniques.</p> <p>Step 3: I can use my experimentation &amp; investigation to manipulate creative work &gt; I can apply specialised technical skills in my creative work &gt; I can perform &amp; produce with artistic intent.</p> <p>Step 4: I can synthesise &amp; apply experience, knowledge &amp; understanding with sophistication &amp; intent when communicating my ideas &gt; I can use professionally established techniques confidently.</p> <p>Step 5: I can consider artistic intent, purpose &amp; audience in an informed way when performing, presenting and marketing my creative work.</p> <p>Step 6: I will explore creative dramatic situations and evolving characters. Reflecting on how they would personally respond to events and characters.</p> <p>Step 7: I will use improvisations to discover effective ways of communicating stories and use different techniques to generate different audience reactions, feelings and perceptions of performance.</p> <p>Step 8: I will regard the drama classroom as a laboratory for dissection and investigation of human experience.</p>



Cultural, Historical & Aesthetic Context > Knowledge, Skills & Concepts of the Art Form	School Curriculum benefits for Drama
<p>Introducing students to a wide range of dramatic texts and forms and encouraging an interpretation of them.</p> <p>Helping students understand the cultural and historical context in which drama originates and is performed.</p> <p>Learning how to speak and move with fluency and clarity of intention, while introducing different performance styles.</p> <p>Developing critical awareness, understanding social context and improving creative thinking by interpreting characters and scripts.</p> <p>Enhancing the ability to work collaboratively with others, through planning and problem-solving.</p> <p>Considering the needs of the audience by watching, listening and recognising personal, emotional and intellectual responses.</p>	<p><b>Promotes</b> self-expression</p> <p><b>Builds</b> self-confidence</p> <p><b>Enhances</b> creativity</p> <p><b>Encourages</b> co-operation</p> <p><b>Improves</b> reading, writing, oracy, literacy and numeracy skills</p> <p><b>Amplifies</b> ability to self-reflect and evaluate</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p><u>Formative assessment:</u></p> <p>Performances in practice, responses to questioning and student peer assessment.</p>	<p><u>Summative assessment:</u></p> <p>Video Performances and Photographic evidence of written work in lessons.</p>

Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice