

Birkdale High School		Drama Department Foundation Stage	Curriculum Map
Unit: Intro to Drama		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>For students to understand the principles of what makes a successful drama student e.g. willingness to share ideas, be supportive to others, collaborate on group tasks, be a respectful ‘audience.’</p> <p>Explore vocal skills - pitch, pace, tone, volume and accent.</p> <p>Explore physical skills - facial expression, gesture, posture, movement and pace.</p> <p>Start to create characters showing an ability to select and use appropriate vocal and physical skills appropriate to the task.</p> <p>Explore how a script is presented and the conventions of writing a simple script focusing on structure, presentation and stage directions.</p> <p>Explore the skills needed in improvisation and start to use improvisation skills in their own work</p>	<ul style="list-style-type: none">● Introduce the principles linking to school RFL.● Introduce the 5 key physical skills. Demonstrate how these can be used to suggest characters or to suggest emotions.● Pupils work in groups to perform a scene with no dialogue focusing on showing one clear emotion for each character.● Introduce the 5 key vocal skills. Demonstrate how these can be used to suggest characters or to suggest emotions,● Pupils work in pairs to perform a scene using only vocal skills to communicate a specific character (choice of 3 given)● Demonstrate how to identify stage directions in a script and share model with pupils● Pupils work individually to write a simple script showing their ability to present and use stage directions correctly.	<ul style="list-style-type: none">● Students will be able to demonstrate their understanding of the five vocal and physical skills through their practical work in class.● 1 x Assessment task on SMHW/Google quiz - multiple choice questions on vocal and physical skills.● Assessment repeated in class on paper 4 weeks later to test retention and understanding.	
Enabling Learning	<ul style="list-style-type: none">● Develop skills in identifying STR/EBI in their own work and that of others and use fix-it time to improve their work.● Engage in both spontaneous and planned small group and whole-class improvisation		
<p>This may be the first time that students have had ‘drama’ as a discrete subject. However skills taught will be linked where possible to what they may have done in their Primary Schools e.g. performance in an assembly, speaking and listening assessment in English.</p>			

	tasks and be able to explain the difference between the two types of improvisation.	
Key Vocabulary		Wider Learning
<i>Tier 2: High frequency / Multiple meaning</i> Improvisation Spontaneous Character	<i>Tier 3: Subject related.</i> Physical - Facial Expression /Posture/Gesture Movement /Pace Vocal - accent/pitch/pace/tone/volume	SMSC / RWCM / CEIAG The importance of being a good audience member is established in this unit. Pupils understand the significance of this with regard to the confidence/self-esteem of their peers.