The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Drama
Year Group	Year 7

Intent	**The study of Drama will develop…** **Successful and resilient learners:** who understand a wide range of theatrical styles, genres and practitioners through both a theoretical and practical lens, demonstrating an ability to perform and analyse relevant techniques, applying them to their chosen performative skill. **Confident individuals:** who can successfully collaborate with others, speak confidently in public and in group situations, and who can utilise appropriate vocal and physical skills to assist with their realisation of a character/stage persona. Learners will also be curious and confidently analyse, probe and interrogate situations and stimulus material. **Responsible citizens:** who are able to sensitively understand and explore subtext and context in text-based, performative *and* real life situations, harnessing a developed conscientiousness and moral compass. Learners will demonstrate empathy, enabling them to act with compassion and understanding in their lives, both on *and* off stage.		
Narrative	*By the end of Y7, all learners will have explored a range of skills needed to perform and will have experience in performing from a script, devising their own work and beginning to analyse theatre and performance. Students will have experienced a practical exploration of abstract and naturalistic theatrical styles and will understand how morals and messages are hidden within performance.* *Drama at KS2 varies depending upon the students' previous schools. Therefore, the Y7 Drama curriculum exists as an introductory course to Drama and performance. Learners new to Drama will build confidence and learn new terminology and skills, whilst more experienced learners will find the opportunity to fine tune their performance skills and understanding of theatre.* *Y8 requires the learners to explore challenging theatrical styles, such as devised theatre, Pantomime, Theatre in Education and analysis and performance of larger sections of script and plays. The Y7 year, therefore, acts as a platform to slowly introduce them to the skills necessary to approach these areas.*		
Half term	Autumn	Spring	Summer
Knowledge (topics studied)	The Island	Greek Theatre	Working with a Script

Key skills	Learn, develop and explore core drama skills used to create performances such as: still image, facial expression, body language, slow-motion, marking the moment, narration, and thought tracking. Learners are encouraged to work in groups and develop team-work skills as well as their drama subject knowledge.	Learners will explore the origins of theatre through a variety of practical tasks. They will develop skills such as: choral movement and sound, exaggeration and mime. Experience of design elements such as costume design with specific focus on Greek masks.	Learners will learn how to read and use a script effectively including the use of stage directions. They will explore the cultural issue of bullying through the script and will be encouraged to consider how we can effectively present this on stage.
Cultural capital and Careers	Building positive relationships with new people from different backgrounds.	Historical drama. Learners will gain an understanding of the invention and development of theatre. CAREERS LINK: (Skills) Honesty, confidence, communication and self-awareness.	CAREERS LINK: (Skills) Communication, time management, teamwork and confidence.
Assessment	Formative quiz based on skills developed in lessons. Devised performance completed over two lessons.	Design task to test for understanding of Greek masks.	Performance of an extract from the script followed by self-evaluation.