



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

<p>Intent</p>	<p>The study of Drama will develop...</p> <p>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.</p> <p>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.</p> <p>Responsible citizens: who are able to sensitively understand and explore subtext and context in text-based, performative <i>and</i> 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 <i>and</i> off stage.</p>					
<p>Narrative</p>	<p>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.</p> <p>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.</p> <p>Y8 requires the learners to explore challenging theatrical styles, such as physical theatre, the horror genre 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.</p>					
<p>Half term</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Knowledge (topics studied)</p>	<p>World War 2 (Holocaust)</p>	<p>World War 2 (Blitz and Evacuation)</p>	<p>Fantasy and Folk Tales (Russian and Irish Folktales)</p>	<p>Fantasy and Folk Tales (Witch Hunts)</p>	<p>Movie Making</p>	<p>Movie Making</p>

<p>Key skills</p>	<p>Perform short scripted extract, developing a character, understanding the importance of building context, creating belief on stage, demonstrating a clear contrast on stage, sustaining a role, learning lines, developing and exploring physical and vocal skills. Understanding sub-text and proxemics on a basic level.</p>	<p>Experience using and develop a variety of explorative strategies; still image, facial expression, body language, slow-motion, mime, narration, understand retrospective narration, role play and showing a contrast.</p>	<p>Explore and understand what makes an engaging storyteller e.g. eye contact, expression etc. Students will develop skills in eye contact, use of tableau, understanding of pre-text, ancient morals and their teachings today. Students will select and retrieve relevant information from a story for performance material. Students will make predictions regarding relationships from a folktale written as a pre-text.</p>	<p>Students will explore rumours and apply factual information regarding the witch trials to an ensemble performance. Students will apply mime, still images, and slow-motion to a highly dramatic class performance using music. Students will explore how music enhances a performance.</p>	<p>Use physical gesture to communicate to an audience. Students analysis the 'Silent Movies' style focusing on Charlie Chapman clips. Students develop skills in exaggerated gesture, being precise and making all actions over exaggerated.</p>	<p>Students will go on to explore 'stock' characters e.g. the villain, damsel in distress, the hero etc. They will explore these stereotypes physically. Students will further develop their skills putting together their own silent movie using stock characters, placards, no speaking, exaggerated mime and gesture within a highly dramatic story.</p>
<p>Cultural capital</p>	<p>Historical Drama - Germany in 1930s-1940s</p>	<p>Historical Drama - Britain in 1930s-1940s.</p>	<p>Folktales - Storytelling has taken place in all cultures across the world since the beginning of man. Why have folktales survived for thousands of years? Why are their messages so relevant today?</p>	<p>The Witch Trials- Students explore how the first witch trials took place in the UK. They visualise the story of Elizabeth Clarke and discuss why woman were accused of witchcraft and not men.</p>	<p>Students will explore the first Movies ever made and learn why this over the top style was key for communication.</p>	<p>Students will compare 'stock' characters to modern representations of males and females within contemporary films.</p>

			Storytelling is the first form of theatre.			
Assessment	Performance of 2 extracts from 'The Boy in the Striped Pyjamas' – must show contrast between characters and use of proxemics. Performance assessed.	Devise their own mini scenes based around the effects of evacuation in WW2 and perform. Process and performance assessed.	Devised performance based around the morals of the folk tales taught. Acting and devising skills assessed.	Whole class performance of 'The Witch Trials'. Students assessed on ability to work as a whole class company and individually on stage.	Students assessed on written analysis of the silent movie genre.	Students will devise and perform their own silent movie. Process and performance assessed.