



## **AQA Drama Assessment Objectives**

Students work in Drama will be assessed by the following objectives. These are in line with the AQA GCSE Drama specifications. All schemes covered throughout the year aim to allow students to develop, excel and meet each objective.

**AO1** Create and develop ideas to communicate meaning for theatrical performance.

**AO2** Apply theatrical skills to realise artistic intentions in live performance.

**AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

**AO4** Analyse and evaluate their own work and the work of others.

## **Key Content – Knowledge and Skills**

### **Autumn 1: Introduction to Drama - Darkwood Manor**

This scheme follows the story of a haunted house. Members of the local community have been asked to stay the night to prove there is nothing spooky about the house. The scheme starts off with teacher-in-role; this will be a new concept to many year 7 students and will require them to suspend their disbelief, focus on the unravelling story and the part they may have to play in its creation. From this, throughout the term students will focus on learning basic drama skills. Students will learn to use their bodies to create still images, gestures and mime to further the telling of the story. They will develop their confidence and ability to work together in small groups and as a large group to create a piece of drama based on the topic.

### **Autumn 2: Silent Movies**

This scheme of work is based on mime and movement. Students will learn to use their bodies to tell engaging and clear stories to their audience. Much of their work will be based on the performances of Charlie Chaplin and slapstick actors. Students will work together to develop their own short silent films evaluating how successfully the story is being told. One of the main foci of the scheme is student's developing the ability to communicate using their bodies only.

### **Spring 1: Romeo and Juliet**

This scheme will be year 7s first exposure to William Shakespeare's work through Drama at St Mary Magdalene. The play follows the story of two young people from feuding families who fall in love. It will give students the opportunity to explore Shakespeare and understand why his work is still relevant today. This will provide cross-curricular links with English. Students will study the key points and main characters of the play in each lesson. They will continue to build on last term's work of using their bodies and movement to tell a story. Students will be able to produce short performances with physical theatre and also be able to describe why it is effective in performance.

### **Spring 2: Soap Opera**

In this scheme of work, students will explore the genre of Soap Operas, devising their own scenes and creating their own characters. They will be discussing the storylines often associated with Soaps and also the stereotypical characters. Their assessment will be throughout the unit and a group/monologue performance in the last lesson. Students will take part in a range of drama activities and use simple theatre devices/techniques. In their evaluation of their work they will begin to

respond to the use of drama techniques to deepen the role or understanding of the situation. In their groups they will plan and structure plays that make use of a range of techniques and forms to express their ideas

### **Summer 1: Dragon's Den**

This scheme will focus on skills such as public speaking and the art of persuasion. Students will work in groups to invent a piece of equipment. They will design the product and pitch it to their class. One group from each class will be picked to take part in an actual Dragon's Den style pitch to SLT. Encouraging them to invest in the product. Throughout the term, students will develop speaking and listening skills, tone and appropriate voice for audience as well as developing confidence in public speaking.

### **Summer 2: Evacuees**

This scheme will look at the experience of child evacuees during WW2 using stimulus and media from 1939. It will particularly focus on the journey children and young people away from the city to the countryside where it is safer. It will give students the opportunity to develop character and familiarize themselves with the tools for script writing. Students will build on all they have learnt in the last two terms and develop the skills needed to create and direct their own performances with the use of stimulus and music to create atmosphere. Students will also prepare for their final assessment of the year which will encompass the drama techniques and strategies they have learnt.

**Subject: Year 7 Drama**  
**Long term plan**



**ST. MARY MAGDALENE**  
**C OF E SCHOOL**  
**PENINSULA CAMPUS**  
*Excellence through innovation,  
 founded in faith since 1840.*

Week	Weekly Learning Intentions and/or Key Questions
Aut1-1	<b>Autumn 1</b> <b>Darkwood Manor – How do we work creatively in Drama?</b> This scheme follows the story of a haunted house. Members of the local community have been told they can have the house if they stay a night. <ul style="list-style-type: none"><li>• What is drama? – an introduction to the subject</li><li>• Darkwood manor – Creating and discovering with teacher in role</li><li>• A big scary dark house – Can you create an image in the house?</li><li>• Let us out- Can you show what happened on the night you slept at Darkwood manor through mime?</li><li>• The Community – Can you develop your character and work as part of an ensemble?</li><li>• Assessment</li></ul>
Aut 1-2	
Aut 1-3	
Aut 1-4	
Aut 1-5	
Aut 1-6	
Aut 1-7	
HALF TERM	
Aut2-2	<b>Autumn 2</b> <b>Silent Movies – how do we use our bodies to tell a story?</b> This scheme will develop students ability to be creative and expressive using their bodies and gestures. <ul style="list-style-type: none"><li>• Introduction to the genre – how have theatre makers used mime in the past?</li><li>• Charlie Chaplin – how can we add comedic effect to our mimed performance?</li><li>• Over the top – how can we exaggerate our actions effectively?</li><li>• A mimed story – how can we work together to develop a comedic mimed performance?</li><li>• Preparing for assessment</li><li>• Assessment and Evaluation of work</li></ul>
Aut 2-3	
Aut 2-4	
Aut 2-5	
Aut 2-6	
Aut 2-7	
CHRISTMAS HOLIDAY	
Spr 1-1	<b>Spring 1</b> <b>Romeo and Juliet – Shakespeare Play text</b> This scheme will look at key scenes of the play. Exploring the main themes and characters. <ul style="list-style-type: none"><li>• Exploring Shakespeare – introduction to topic</li><li>• What is a prologue?</li><li>• How important is family in Romeo and Juliet?</li><li>• The day Romeo and Juliet met –How can we show the day Romeo and Juliet meet?</li><li>• Lovers and Haters – physical theatre</li><li>• The death of the lovers – physical theatre assessment</li></ul>
Spr 1-2	
Spr 1-3	
Spr 1-4	
Spr 1- 5	
Spr 1-6	
HALF TERM	
Spr 2-2	<b>Spring 2</b> <b>Soap Operas</b> - students will explore the genre of Soap Operas, devising their own scenes and creating their own characters. <ul style="list-style-type: none"><li>• What are soaps and why are they so popular? – An introduction to the topic</li><li>• Improvising a scene -How can we use our imaginations to create a scene for performance?</li><li>• Focus and Concentration – Why is it important to focus during performance?</li><li>• Stereotypes – How can we use stereotypes to develop characters for the audience?</li><li>• Storylines – Can we work together to create an engaging storyline for the audience?</li></ul>
Spr 2-3	
Spr 2-4	
Spr 2-5	

Spr 2-6	<ul style="list-style-type: none"><li>• Assessment lesson</li><li>• Watch and evaluate performances</li></ul>
EASTER HOLIDAY	
Sum 1- 2	Summer 1
Sum 1-3	<b>Dragon’s Den – How can develop skills for effective public speaking?</b> This scheme will give students the opportunity to invent and present their product, developing public speaking skills <ul style="list-style-type: none"><li>• Dragons Den – what product do we need?</li><li>• Talk that Talk – how can we talk with purpose, power and persuasion?</li><li>• Developing a script – What language do we use for persuasive public speaking?</li><li>• Know your stuff – how do we present our product in an attractive way?</li><li>• Preparing pitches for assessment</li><li>• Assessment</li></ul>
Sum 1-4	
Sum 1-5	
Sum 1-6	
Sum 1-7	
HALF TERM	
Sum 2 -2	Summer 2
Sum 2-3	<b>Evacuation – How can we learn from the past through performance?</b> This scheme will look at the experience of child evacuees during WW2 using stimulus and media from 1939. <ul style="list-style-type: none"><li>• Exploring WW2 – introduction to topic</li><li>• We’re going on a journey – how do you develop character in drama?</li><li>• A letter to our parents – how do we create emotion in a performance of a short extract?</li><li>• Participate in writing a script – how do we write an engaging script?</li><li>• Can you develop a effective performance with the drama techniques you have learned so far? E.g still image, mime, thought tracking</li><li>• Preparation for assessment</li></ul>
Sum 2-4	
Sum 2-5	
Sum 2-6	
Sum 2-7	

<b>Key assessment points</b>
<p>Students will be assessed formatively throughout the year through verbal teacher feedback and performance marking.</p> <p>Students are assessed summatively at the end of each unit:</p> <p>Autumn - Students will complete a performed assessment as a whole class, being assessed individually.</p> <p>Spring – Students will perform their piece of physical theatre in groups,</p> <p>Summer – End of year assessment – This will include assessment of the performance of devised performance based on stimulus and an end of year assessment paper covering the drama techniques.</p>
<b>Christian ethos</b>
<p>Where Christian ideas are explicitly expressed in materials studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs. The Federation's importance of family will be upheld as students learn to create and encourage one another whilst working together.</p>
<b>British values</b>
<p>British values will be inherently upheld and explored through the themes presented within stimulus and studied plays, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students will be encouraged to make references between their community and the social, moral and political context of the materials they study. They will use this information and ideas to create and develop their performances pieces.</p>

