



Drama:Year 7

Scheme of Learning	Assessments
<p>Key concepts:</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their work and the work of others.</p>	<p>Assessments:</p> <p>Peer assessment and teacher feedback after each rehearsal and performance, culminating in an end of unit assessment.</p> <p>A03,A04</p>
<p>Half Term One:</p> <p>The Overarching Inquiry: How do I use correct Stage Positioning and Voice Projection and have a basic understanding of producing a short performance for an audience.</p> <p>Unit of Work: Revolting Rhymes (Little Red Riding Hood, Three Little Pigs) A01</p>	<p>Assessment One: Practical Performance Assessment.</p> <p>Students not facing the audience, projecting their voice, masking other performers, blocking incorrectly, perform repeatedly until satisfactory.</p> <p>Peer assessment and teacher feedback after each rehearsal and performance, culminating in an end of unit assessment.</p> <p>A03,A04</p>
<p>Half Term Two:</p> <p>The Overarching Inquiry: How do improve the quality of my personal performance by using 'Thought Tracking' and learn how to create tension within a short play.</p>	<p>Assessment One: Practical Performance Assessment.</p> <p>Students demonstrate Thought Tracking until they reach a satisfactory standard.</p> <p>Peer assessment and teacher feedback</p>

<p>Unit of Work: Haunted Mansion/Lauren Taylor A01,A02</p>	<p>after each rehearsal and performance, culminating in an end of unit assessment. A03,A04</p>
<p>Half Term Three:</p> <p>The Overarching Inquiry: How do improve the quality of my personal performance by using 'Narration' and Conscience Alley learn how to create interest in the audience.</p> <p>Unit of Work: Police A01, A02, A03, A04</p>	<p>Assessment One: Practical Performance Assessment. Students demonstrate Narration and Conscience Alley until they reach a satisfactory standard.</p> <p>Peer assessment and teacher feedback after each rehearsal and performance, culminating in an end of unit assessment. A03,A04</p>
<p>Half Term Four:</p> <p>The Overarching Inquiry: How do improve the quality of my personal performance by using 'Marking the Moment' and how to present and participate in a talk show format.</p> <p>Unit of Work: Jeremy Kyle A01,A02, A03,A04</p>	<p>Assessment one: Practical Performance Assessment.</p> <p>Students demonstrate Marking the Moment until they reach a satisfactory standard.</p> <p>Peer assessment and teacher feedback after each rehearsal and performance, culminating in an end of unit assessment. A03,A04</p>
<p>Half Term Five:</p> <p>The Overarching Inquiry: How do improve the quality of my personal performance by exaggerating my Facial Expressions and Body Language and learn how tell a story non - verbally.</p> <p>Unit of Work: Silent Movies A03,A04</p>	<p>Assessment One: Practical Performance Assessment. Students demonstrate Facial Expressions and Body Language until they reach a satisfactory standard. Peer assessment and teacher feedback after each rehearsal and performance, culminating in an end of unit assessment. A03,A04</p>

Half Term Six:

The Overarching Inquiry:

I will learn how to display all my prior learning
Narration, Marking the Moment, Conscience
Alley, Cross Cutting and Thought Tracking. I
will learn about the rehearsal technique of Hot
Seating.

Melodrama/Soap Operas

A01,A02, A03,A04

Assessment One:

Practical Performance Assessment.
Students demonstrate Narration,
Marking the Moment, Conscience
Alley, Cross Cutting and Thought
Tracking until they reach a
satisfactory standard. During rehearsal
they will be observed participating in
Hot Seating. Peer assessment and
teacher feedback after each rehearsal
and performance, culminating in an
end of unit assessment.

A03,A04