

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 7 Term: 1	Topic: Darkwood Manor	<p>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <p>Thought Tracking Vocal Skills Role Play Hot seating Body Language Facial Expression Character Proxemics Still Image</p> <p>Students are expected and encouraged to use terminology during verbal feedback, evaluations and peer and self-assessment.</p>
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>Throughout this scheme, students will explore a range of drama conventions, learning about the basic drama techniques as an introduction to the subject. Students gain an understanding of how to create a successful character, how to represent this character on stage and engage in the act of story telling.</p> <p>Each lesson, students will be introduced to a number of varied characters from the story of Darkwood manor and they will also explore the story itself. Students will explore the following drama skills:</p> <ul style="list-style-type: none"> • Role Play • Vocal Skills • Creating tension • Proxemics • Thought Tracking • Hot Seating • Body language • Facial Expressions • Still Image <p>This scheme acts a base line and introduction to drama as many students start in year 7 with no prior experience of the subject. Appropriate challenge is added to those who have been exposed to the performing arts prior to starting the college in year 7.</p> <p>For assessment students create and perform a role-play a 'who done it' style, including as many of the drama skills taught throughout the topic where possible.</p>		
<p>What prior learning supports understanding of this content?</p> <p>As this is the first scheme in year 7 we address this as a baseline and an introduction to basic drama skills.</p>	<p>How does this content link to future learning?</p> <p>Students will develop an understanding of how to create a character for future topics.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Use of character information help sheet throughout the unit. Lesson instructions / challenge tasks / if you are stuck guidance displayed on PowerPoints for every lesson.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Writing in Role – students create a diary entry for one of the characters in the story as part of the investigation.</p>	
<p>Key assessments: <i>How will feedback be received? What will be seen in books?</i></p> <p>Written feedback of practical work in PLC found in work students booklets at the end of the scheme.</p>		

Verbal feedback given every lesson from teacher and peers.
Marking of the extended written task to include the college marking policy.