

Year 7 Carousel Course Outline (13 weeks Rotation)

Term	Topic of Study	Key Skills for Teaching	Knowledge	Assessment/s	Tracking/Parents eve
HT1 Sep - Oct	<p>Carousel Group 1</p> <p>Introduction to Drama</p> <ul style="list-style-type: none"> Physical and Vocal Skills Group work Improvisation Drama Games 	<p>Communicate clearly, effectively, and imaginatively, adapting movement, style, vocal and physical skills for different forms, purposes and audiences</p> <p>Organise performances, using different styles and genres such as: comedy, naturalism, slapstick.</p> <p>Series of physical and vocal skills employed for clarity, purpose and effect to suit the chosen audience.</p> <p>Research physical skills terminology such as: gait, posture, stance, facial expression, proxemics, positioning onstage.</p>	<p>Relevant to themes such as: gender, making funny a serious topic using slapstick comedy and mime.</p>	<p>Students perform short improvisation on the stage using acting skills (e.g. Tableaux, freeze frame, split stage, narrator)</p> <p>By 7th October</p>	<p>By 12th Oct</p>
HT2 Oct - Dec	<p>Theatre in Education and Verbatim Theatre.</p> <p>Bus Stop/Park Bench/Classroom Bullying</p> <p>Practitioner: Stanislavski</p> <p>Text: Humpty Dumpty Script (KS3)</p>	<p>Read, appreciate and respond to scripted and unscripted texts within a duologue and in group performances.</p> <p>Describe and explain how to express themes using physical and vocal acting skills to bring the characters onto a performance stage.</p> <p>Analyse the physical and vocal skills being employed to create meaning and effects, using relevant Drama subject terminology.</p> <p>Research drama terminology such as; upstage, downstage, stage left and stage right, the wings, apron, proscenium arch and be able to recognise and apply the terminology when evaluating another person's performance (flash marking, peer coach and the language of Drama)</p> <p>Use a range of drama vocabulary to assess other students' performances.</p>	<p>Relevant to themes such as: Friendship, judgement, loneliness, communication, Theatre in Education, finding help and recognising dangers of social media and online communication. How words can damage just as much as actions. discrimination, bullying,</p> <p>Social media Reasons for bullying Mental health issues</p>	<p>Students create a devised theatre in education performance aimed at Year 6 about preparing for secondary school.</p> <p>By 10th Dec</p>	
HT3 Jan - Feb	<p>Carousel Group 2</p> <p>Introduction to Drama</p> <ul style="list-style-type: none"> Physical and Vocal Skills Group work Improvisation Drama Games 	<p>Communicate clearly, effectively, and imaginatively, adapting movement, style, vocal and physical skills for different forms, purposes and audiences</p> <p>Organise performances, using different styles and genres such as: comedy, naturalism, slapstick.</p> <p>Series of physical and vocal skills employed for clarity, purpose and effect to suit the chosen audience.</p> <p>Research physical skills terminology such as: gait, posture, stance, facial expression, proxemics, positioning onstage.</p>	<p>Relevant to themes such as: gender, making funny a serious topic using slapstick comedy and mime.</p>	<p>Students perform short improvisation on the stage using acting skills (e.g. Tableaux, freeze frame, split stage, narrator)</p> <p>By 4th February</p>	<p>By 21st Jan</p> <p>Yr 7 parents eve 7th Feb</p>

<p>HT4 Mar - Apr</p>	<p>Theatre in Education Plastics in the Ocean</p> <p>Practitioner: Stanislavski</p> <p>Text: Extract from Shakespeare's 'The Tempest' and YT Greenpeace clip from a boy who is fighting climate change and developing an appreciation of the planet.</p>	<p>Read, appreciate and respond to scripted and unscripted texts within a duologue and in group performances.</p> <p>Describe and explain how to express themes using physical and vocal acting skills to bring the characters onto a performance stage.</p> <p>Analyse the physical and vocal skills being employed to create meaning and effects, using relevant Drama subject terminology.</p> <p>Research drama terminology such as; upstage, downstage, stage left and stage right, the wings, apron, proscenium arch and be able to recognise and apply the terminology when evaluating another person's performance (flash marking, peer coach and the language of Drama)</p> <p>Use a range of drama vocabulary to assess other students' performances.</p>	<p>Citizenship Immigration Climate Change Responsibility Carbon Footprint</p>	<p>Students create a devised theatre in education performance aimed at Year 7 about climate change and plastics in the ocean.</p> <p>By 19th April</p>	
<p>HT5 Apr - Jun</p>	<p><u>Carousel Group 3</u> Introduction to Drama</p> <ul style="list-style-type: none"> Physical and Vocal Skills Group work Improvisation Drama Games 	<p>Communicate clearly, effectively, and imaginatively, adapting movement, style, vocal and physical skills for different forms, purposes and audiences Organise performances, using different styles and genres such as: comedy, naturalism, slapstick. Series of physical and vocal skills employed for clarity, purpose and effect to suit the chosen audience. Research physical skills terminology such as: gait, posture, stance, facial expression, proxemics, positioning onstage.</p>	<p>Relevant to themes such as: gender, making funny a serious topic using slapstick comedy and mime.</p>	<p>Students perform short improvisation on the stage using acting skills (e.g. Tableaux, freeze frame, split stage, narrator)</p> <p>By 21st Jun</p>	<p>By 7th Jun</p>
<p>HT6 Jun - Jul</p>	<p>Theatre in Education – Greek Theatre and Chorus/Ensemble.</p> <p>Text: Extract from Shakespeare's 'The Tempest' and YT Climate change Greenpeace Clip</p>	<p>Read, appreciate and respond to scripted and unscripted texts within a duologue and in group performances.</p> <p>Describe and explain how to express themes using physical and vocal acting skills to bring the characters onto a performance stage.</p> <p>Analyse the physical and vocal skills being employed to create meaning and effects, using relevant Drama subject terminology.</p> <p>Research drama terminology such as; upstage, downstage, stage left and stage right, the wings, apron, proscenium arch and be able to recognise and apply the terminology when evaluating another person's performance (flash marking, peer coach and the language of Drama)</p> <p>Use a range of drama vocabulary to assess other students' performances.</p>	<p>Citizenship Immigration Climate Change Responsibility Carbon Footprint</p>	<p>Students create a devised theatre in education performance aimed at Year 7 about climate change and plastics in the ocean using ensemble and narrator.</p> <p>By 6th July</p>	