

Drama is often associated with 'play', especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning. Drama is playful in that it draws on and develops young people's aptitude for learning about themselves and the world around them by pretending to be other people in other situations. Drama is a powerful learning tool at Cottenham VC for teaching our students about different perspectives, it shows them how to have empathy, and it helps them to learn in a creative way. Drama is associated with artistic practices and has significance in a diversity of cultural contexts. As a curriculum subject, it gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Drama education is particularly closely allied to other art subjects. Drama is the perfect vehicle to develop the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, commitment, communication and critical thinking. These skills aid the future platform for success in the future world, as creative thinkers. At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress during performance work. The three main areas of assessment in Drama are creating, performing and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them. Creating, performing and evaluating are all routinely assessed at the end of each topic. Students produce a performance and evaluate the work of their peers. There will be a Strength, Action, Response task for each half term that will focus on implementation of practical skills.

	Term 1 Introduction to Drama: Darkwood Manor	Term 2 Greek Theatre: 12 Labours of Hercules	Term 3 Devising Drama: Year 7 Perform
<b>Key questions</b>	How do you use the body and voice on stage? What drama skills do we need? What are key drama strategies? What are the first performances like? What is the Stanislavski system?	How does a Greek Chorus work? How does a Greek Chorus work together, to create a performance? How is movement, timing and proxemics used on stage?	What is Devising Theatre? How can we use a stimulus to generate ideas and outcomes for performance? How do we create plot, structure, character and clear artistic intention for an audience? How do you create meaning without words?
<b>Key disciplinary knowledge</b>	Key dramatic strategies, still-image, Vocal Collage and Verbal Essence Machine and physical theatre.  Students reflect on how an actor creates character, in terms of voice, posture, body-language and gestures, the creation of tension, atmosphere, mood and rising action on stage.	How did the ancient Greeks inspire all theatre and what are the key components?  Students are working as a chorus and consider timing, movement, synchronisation, canon, proxemics, formation and slow motion.	Key features of devising drama and the roles of theatre makers e.g. lighting, costume.  Students will look at simple devising techniques to prepare and stage a basic script and interpret a variety of stimuli to create a piece of theatre for their audience.
<b>Subject Competence</b>	Implementation of basic Drama strategies.  Evaluate their performance to identify strong dramatic performance and identify areas for improvement	Implementation of key drama skills e.g. staging positions. Identify some effective practice and area for improvement within the performance.	Confidently identified effective use of these skills and strategies in performance.

<b>Summative assessment</b>	Baseline covering creating, performing and evaluating to measure each student's starting point.	Baseline knowledge test on Greek Theatre. Evaluation of the final performance of the battle scene inspired by Greek Theatre.	End of year practical test, covering all skills and Knowledge learnt in terms of skills, strategies and terminology.
<b>How does this prepare students for future study?</b>	Students start to recognise the importance of the voice and body on stage. Students start to analyse character.	Students continue to develop their knowledge of key terminology and how to assess the quality of a performance. Students compare this unit to a different style of theatre in year 8.	Students develop knowledge on how to create an effective piece of drama, using a basic script. Students will build and continue to develop their understanding through a spiral curriculum approach to gain more of a coherent approach ready for year 8.