|  |  |  |
| --- | --- | --- |
| **Half Term 5: Performing Shakespeare: The Tempest****Curriculum Overview for Drama****Year 7****Substantive Knowledge:**Understanding Shakespearean LanguageWilliam ShakespeareElizabethan historyHistory of the British EmpirePerformance of ShakespeareEmotional presentationCharacter development **Disciplinary Knowledge:**Acting stylesActing skillsStage managementDirecting Creative choicesExplaining creative choicesDemonbstrating understanding of character and narrative through performance | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.Reading texts to develop a love of reading.Re-reading for comprehension and development.Carefully selecting evidence from a text.Book recommendations: ‘Twelfth Night’ and ‘Midsummer Nights Dream’ by William Shakespeare. |
| Speech | ShakespeareDialogueAlliterationHonourableCourteousHospitalityStaying in characterTone and vocal colourMovement | PostureSuspiciousBetrayal RevengeEmotive LanguageSpatial awarenessProxemicsStage DirectionsCharacterisationStatus | StructureSympatheticDeceiveTrepidationCourageousSymbolismRomanceFacial expressionsLevels |
| Checklist RTL | **Performance Assessment****Students will perform a scene from the play applying effective acting, directing and performance skills.**  |
| **Half Term 6: Debate****Substantive Knowledge:**Understanding identity.Understanding culture.Applying persuasive language.Appreciating the culture of others.Appreciating the perspectives of others.Forming opinions.Spoken language.**Disciplinary Knowledge:**Understanding the art of rhetoricApplying IMAGINE when writing persuasively.Rhetoric TechniquesDictionTone and vocal colourAccurate ArticulationPresenting EmotionGesture emphasisLearning lines | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.Reading texts to develop a love of reading.Re-reading for comprehension and development.Carefully selecting evidence from a text.Book recommendations: ‘I am Malala’ by Malala Yousefzai |
| Speech | CultureRhetoricEthosPathosLogosPersuasionPerspectiveDiscriminationIdentity | OnomatopoeiaMetaphorSimileProjectionPrecariousResilienceArticulationEqualityDiction | PacePauseFacial expressionsGesturesRacismActivismStereotype |
| Checklist RTL | **Spoken Language Performance**Students will engage in a structured debate applying their spoken language skills.  |
| Home | **Homework tasks**Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. |