|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Half Term 5: Performing Shakespeare: The Tempest**  **Curriculum Overview for Drama**  **Year 7**  **Substantive Knowledge:**  Understanding Shakespearean Language  William Shakespeare  Elizabethan history  History of the British Empire  Performance of Shakespeare  Emotional presentation  Character development  **Disciplinary Knowledge:**  Acting styles  Acting skills  Stage management  Directing  Creative choices  Explaining creative choices  Demonbstrating 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 | Shakespeare  Dialogue  Alliteration  Honourable  Courteous  Hospitality  Staying in character  Tone and vocal colour  Movement | Posture  Suspicious  Betrayal  Revenge  Emotive Language  Spatial awareness  Proxemics  Stage Directions  Characterisation  Status | Structure  Sympathetic  Deceive  Trepidation  Courageous  Symbolism  Romance  Facial expressions  Levels |
| 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 rhetoric  Applying IMAGINE when writing persuasively.  Rhetoric Techniques  Diction  Tone and vocal colour  Accurate Articulation  Presenting Emotion  Gesture emphasis  Learning 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 | Culture  Rhetoric  Ethos  Pathos  Logos  Persuasion  Perspective  Discrimination  Identity | Onomatopoeia  Metaphor  Simile  Projection  Precarious  Resilience  Articulation  Equality  Diction | Pace  Pause  Facial expressions  Gestures  Racism  Activism  Stereotype |
| 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. | | |