

# YEAR 7 LEARNING JOURNEY

Henlow Church of England Academy



Destination Two



Destination into Year 8 KS3 Drama

5. Forum Theatre/ Theatre in Education and peer/teacher assessment\*\*

**What am I learning:**

Applying stage directions to script work. Exploring Empathy and how this is communicated to an audience



3. Applying character status and dramatic tension to drama

4. Split scene to show different viewpoints and situations in drama

2. Demonstrate status through vocal and physical skills

3. Recap the 'Magic If' and understanding objectives, obstacles and super objectives

5. Practical Assessment lesson applying key terms to paired work

**What am I learning:**  
Exploring the methods of practitioner Stanislavski through the world of spies. Naturalistic Theatre.



**Refugee Boy**

1. Prior knowledge: Recap Quiz on Stanislavski, currently WA.

6. Quiz on knowledge and terminology

4. Subtext within text and how we communicate that to an audience

2. Exploring the 'Magic If' Developing an alias and applying hot seating to character work

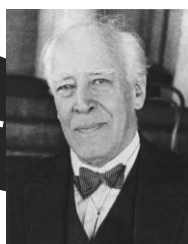
6. Teacher Assessment/ Reviewed\*

4. Retrieval quiz and structuring own Silent Movie

2. Looking at performance style and how music impacts performance

**What am I learning:**

Developing and applying physical skills to new topic 'Silent Movie'. How we can create humour and apply slapstick to group work. Question - Is dialogue or action more important?



**Spy School**

5. Developing Performance\* Peer feedback

3. Carry on developing performance skills and exploring breaking the fourth wall/ slapstick

1. Exploring Melodrama and what it means to be 'over the top'

5. Applying Sound Scape to Physical Theatre\*

3. Abstract V Naturalism

1. Retrieval quiz on Drama Vocabulary/ Introduction to Context and Adverts

**Charlie and the Chocolate Factory**

2. Naturalism

4. Exploration to Physical Theatre

4. Assessment Teacher assessed/ reviewed\*

2. Working with Script

3. Connecting Emotions



**Silent Movie**

**What am I learning:**  
Understanding and practicing key skills. Learning how to value them alongside fundamental drama skills and dramatic devices, which are applied to group work.



\* = Self/Peer assessed/reviewed  
\* = Teacher assessed/reviewed



**Inside Out**

5. Assessment Preparation

3. Narration

1. Tableau and Still Image

6. Assessment lesson

4. Status and Stereotypes

2. Mime

**Introduction to Drama**

START- YEAR 7

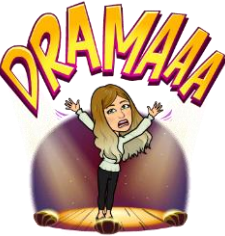
1. Meet the Emotions/ Character Development











KS4 GCSE



Destination One: All roads lead to somewhere

5. Formative/ Summative Assessment

3. Introduction to sound scape and how we apply this to physical theatre

**What am I learning:**  
Exploration on devised work based on Girls Like That. Developing Dramatic Devices in preparation for KS4

2. Build on the concept of group dynamics and explore what can happen when someone new joins the group.

6. End of Year Retrieval Quiz \*



4. Continue exploring Soundscape, Cross-Cutting used in GLT\*

1. Dynamics of peer and friendship groups through a focus on physicality and proxemics. Explorative strategies: still image, levels, soundscape.

**What am I learning:**  
Applying prior knowledge on script work. Enhancing my performance skills by blocking and revising a script in character

6. Assessment lesson

2. Developing knowledge and the skill to Sound Scape- How we can use Choral Speaking in group work?

4. Retrieval practice, and formative feedback\*

Social Media Devising

5. Applying physical and vocal skills to a script

1. Positives and Negatives to Social Media *What is a Sound Scape? What Skills are required?*

3. Poetry as a Stimulus

Girls Like That

4. How to block a script

2. Looking at social class and its significance and impact on the world of the play

1. Stimulus Recap



5. Assessment Lesson on DNA Script\* Extension Leah and Phil in a field

**What am I learning:**  
Exploring Vocal and Physical skills as well as exploring themes of the play DNA. How can we differentiate status and dynamics between characters? .

3. Exploring the characters of the play. Learning script work

Blood Brothers

1. Introduction to Blood Brothers, exploring the themes and cultural background



6. Quiz on DNA and exploring the comedy in Leah's monologue. Identifying status and dynamics within a scene

2. *A Street*: Exploring Vocal Skills in the opening scene of DNA- *Pitch, Pach, Volume and Tone- How do we apply this to text?\**

4. Retrieval quiz on KS3 knowledge

3. *A Street*: Exploring Physical Skills in the opening scene- *Facial Expressions, Status, Gestures, Gait- How do we apply this to text?\**

**What am I learning:**  
Year 9 are introduced to devising and the many ways we can devise from a chosen stimulus. Students are exposed to dramatic devices as well as how we create a linear/ non-linear story line. Students explore practitioner influence to devised performance

3. Peer pressure/ Target Audience and how we can educate an audience

5. Applying still image and thought track\*

DNA Dennis Kelly

2. Police investigation exploring narrative storylines

4. Applying music and physical theatre to devised work

6. Recreating a Court Case as well as applying dramatic devices: *Flashback, Slow Motion, Choral Speaking*

1. Year 8 retrieval quiz and identifying performance skills for mime

**What am I learning:**  
The skill to mime and exposure to exaggerated physical skills. Are stereotypes useful to comedy? Looking at how comedy is formed with masks.

Devising- The Joy Riding

1. Retrieval Practice and Improvisation

5. Assessment on the skill of mask work. Formative feedback\*

3. Status of Character and how we communicate this to an audience perspective

Mask and Mime

6. Assessment on group work. Teacher assessed\*

4. Archetype Characters and maintaining the illusion

2. Marking the Moment and focus on stage

\* = Self/Peer assessed/reviewed  
\* = Teacher assessed/reviewed

START- YEAR 9