

# Year 7 Drama/Performing Arts

## **Great Expectations**

Using Pip and other named characters from Dickens', 'Great Expectations' we will study and consider the historical relevance and context of Satis House and how locations can be explored through physical theatre and movement. Role play and explorative strategies will be studied to create devised pieces to be shared with the class, whilst promoting speaking and listening skills.

## **This is Me!**

Performing Arts is explored through the theme of sport and exercise alongside the considerations of rhythm, pace and tempo both within a group and solo context. Students will focus on aspects of design via sound, lighting and the use of props and will work towards fulfilling a specific brief to entertain and connect with an audience.

## **Cultures Count**

This topic is designed to give students an insight into the origins of the theatre and students use Greek theatre and styles as a basis to create new and exciting work. They will focus on the issues of status within society and how this can be represented on stage. Students will access iconic moments from classic Shakespearean text from Romeo and Juliet alongside new and modern interpretations, including Noughts and Crosses by Malorie Blackman. They will consider existing and diverse variations of the text whilst studying long standing dramatic forms using choral speaking and the concepts of unison and canon. Assessment will include aspects of choral speaking incorporated into a set role play.

## **Surfers of Brazil**

Students are introduced to a number of characters who reside in the barrios of Rio de Janeiro, Brazil. They will consider the humanitarian issues of the area and also how the characters relate to one another. Students will also consider aspects of Method acting and how to connect with the emotions of a specific character in a given scene. Assessment will involve considering the future of this character.

## **Spears Sports**

Students will study specific characters and will devise scenes around a sports factory where things are not what they might first seem. Physicalisation and group work assist with developing set design and using naturalistic acting techniques from Stanislavski; whilst also considering local economics and employee rights. Assessment for this unit will culminate in an informative group performance that reflects a local news information programme.

## **Billy Elliot**

Musical Theatre. Students will study extracts from 'Billy Elliot-The Musical' and will adapt and amend particular scenes. The socio economics and the social differences will be explored through a variety of duo and group work and will incorporate movement, mime and gesture. Students will also reflect on how different genres can be interlaced within one performance.

## **How it all works**

Students will fully engage in performance and aspects of technical design elements under a performance/musical theme. They will work collaboratively to develop and rehearse a performance piece which reflects the overall themes and issues from the piece selected. Assessment will include working in a group showing aspects of choral speech and characterisation.

To support your child's progression in Drama and Performing Arts we refer to you [BBC Bitesize](#) and engaging students in conversation about the topics they are covering in all subjects. Students are also encouraged to recognise the dramatic potential from different stimulus material whether it be a photograph, piece of music etc. We encourage developing performance groups and attending extra-curricular sessions alongside being involved with school productions and events.