

## Drama – Year 7

### **Curriculum Intent**

In Year 7, Drama introduces students to performance as a practical, collaborative and creative subject. Students develop confidence using their voice, body and space, while learning how meaning can be communicated through movement, character and storytelling. Across the year, the curriculum is carefully sequenced to move students from structured physical skills towards more independent performance, devising and interpretation of text.

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### **What Students Will Study Across the Year**

#### **Autumn Term – Introduction to Physical Theatre and Collaboration**

Students begin Year 7 by developing core Drama skills through Physical Theatre. They learn how to use space safely and effectively, work collaboratively, and perform with focus and discipline. Through techniques such as synchronisation, basic choreography, transitions and trust-based movement, students explore how meaning can be created through the body rather than words. This unit establishes expectations around rehearsal, teamwork and performance etiquette.

#### **Autumn Term – Meaning Through Movement**

Building on earlier Physical Theatre skills, students explore how movement can be used to create narrative and emotion. They are introduced to naturalistic acting through simple scenarios before contrasting this style with Physical Theatre techniques. Students learn to combine styles, add emotional intent, and make creative choices about how stories are communicated through movement, stillness and group work.

#### **Spring Term – Devising from a Text**

Students move from skill-based work into devising by creating performances inspired by a written text, *The Man* by Raymond Briggs. They explore mime, translocation, slow motion and effective use of space to communicate character, scale and relationships. This unit develops students' ability to generate original ideas, structure a performance and rehearse independently while working as part of a group.

#### **Spring/Summer Term – Interpreting a Script: *Romeo and Juliet/Waiting for Godot***

As we progress into the second half of the year students are introduced to theatrical text beginning with an extract from *Romeo and Juliet* that explores the conflict between Romeo, Mercutio and Tybalt. They move on to a more open-ended abstract text through an extract from *Waiting for Godot* by Samuel Beckett allowing for and encouraging a greater degree of creative freedom. They explore character, physicality and emotional journey, focusing on making individual creative choices rather than 'playing themselves'. Students rehearse and perform a scripted extract in pairs and threes, developing vocal control, use of pause, audience awareness and reflective evaluation of their own work.

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### **Assessment and Progression**

Throughout key stage three students work towards assessed performances based on a Pass, Merit and Distinction format. Each project has distinct criteria designed to assess students collaborative and creative response as well as their ability to respond effectively under live performance conditions.

Across the year, students are assessed through practical performance tasks, rehearsal processes, peer feedback and self-reflection. Assessment focuses on collaboration, use of voice and movement, creative decision-making and performance discipline. By the end of Year 7, students have developed a foundation in Physical Theatre, devising and scripted performance, preparing them for more complex performance styles and independent creative work in Year 8.