

Year 7 Drama Booklet

Term 1

Name _____ Teaching Group _____
Teacher _____

How do I show the Tudor Habits in Drama?

Learning Habits:

Hard working: Completing all the work set to the best of my ability.

Inquisitive: Finding interest in the subject through asking questions and exploring the tasks set.

Resilient: Focusing even if there are distractions and completing my work. Responding positively to feedback and constructive criticism.

Character Habits:

Respectful: being aware that Drama involves sharing work and this can be difficult. Ensuring I am a positive member of the class and supporting my peers.

Responsible: Being responsible for my own choices and actions. Being a responsible member of group work by helping and supporting my peers to complete work.

Aspirational: Having high standards for myself and where I want to be in the future. Finding links between the skills learnt in drama and how these can support my future.



Learning Journey: Year 7 Drama

This first term in Drama, I want to focus on _____.

I will do this by _____

Term 1a: Life on Mars – Creating and Rehearsing Drama
Term 1b: Mime and Melodrama – Exaggeration and Communication.

Pupils will understand how to:

- create plays and Characters
- Work collaboratively
- Focus on a project
- Sustain their focus and role throughout a performance

Pupils will understand how to convey simple emotions through:

- Voice
- Volume, Pace, Pitch, Pause, Intonation)
- Physicality
- Facial expression, body language, gesture, posture

Next term I will focus on

by _____

TA1 Projected Grade:

Term 2: Page to Stage

Pupils will understand how to:

- Infer information from a text
- Read and understand a script
- Take their ideas from Page to Stage by rehearsing elements of script.

Pupils will explore how a script can be interpreted using:

- Vocal Projection
- Use of gesture
- Movement
- Body Language

Next term I will focus on

by _____

TA2 Projected Grade:

Term 3: Devising

Pupils will understand how to:

- Vary pace, pitch, pause, volume, intonation
- Use Physicality and gesture to suit the character.
- Have a clear context for their play
- Communicate a clear message through their play
- Use an appropriate atmosphere through the scene

Pupils will understand how to engage an audience through use of:

- Levels
- Proxemics
- Movement
- Physicality

Next term I will focus on

by _____

Final Projected Grade:

Careers:

The career that interests me is

Drama will help me achieve this because

METG



LEARNING HABITS

**Hard working
Inquisitive
Resilient**



CHARACTER HABITS

**Respectful
Responsible
Aspirational**

5	Mastery You used a highly effective range of skills (body language, gesture, facial expression, space, intonation to enable you to create a character.
4	Excellent You used an excellent range of theatrical skills in an effective way (body language, gesture, facial expressions, space and levels).
3	Good You used a good range of theatrical skills in an appropriate way (body language, gesture, facial expressions, space and levels).
2	Reasonable You used a reasonable range of theatrical skills with some effect (body language, gesture, facial expressions, space and levels).
1	Limited You used a limited range of theatrical skills in a basic way (body language, gesture, facial expressions, space and levels)

Baseline assessment: Teacher Verbal Feedback

What Went Well: _____

Even Better If: _____

My next steps – Set one acting skill you would like to focus on

1. _____



Reflection: For each of the learning habits, give yourself a score out of 5 to reflect how much you demonstrated this habit during this assessment, including revision. **Explain each score.**

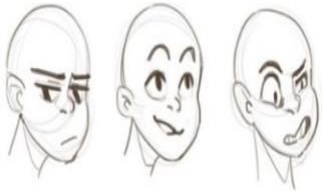
Hardworking: _____/5. **Reason:** _____

Inquisitive: _____/5. **Reason:** _____

Resilient: _____/5. **Reason:** _____

Creating a character

In Drama we become a **character**. We can create a realistic character by thinking about their **personality** and then change our **physicality** and **voice** to show that we are a



Facial Expression

Communicating meaning with your face.

'I changed my facial expression by frowning to communicate that my character is angry.'



Body Language and posture

Communicating Meaning with your body and the way you stand.

'My posture is relaxed to show my character does not care but I stand upright when my Boss enters to show I am worried.'



Gesture

Signs you make with your hands or body movements.

E.G. thumbs up.

'I used the gesture of nodding my head and a thumbs up to communicate my character was happy with the decisions.'

Sustaining a role

Staying in role throughout the performance. Coming out of **role** or laughing will ruin the performance.

'Even though my play went wrong and I wanted to laugh I made sure I stayed focused and sustained my role throughout the performance.'

Projection

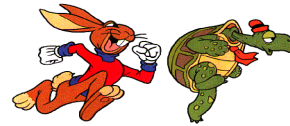
Clear, mumbled.
'I project my voice to communicate with my audience.'



Volume

Loud, quiet.

'I was loud to show confidence.'



Pace

Fast, slow.

'I spoke fast to communicate

Nervousness to my audience.'

Pitch

High, low.
'I used a high Pitch to communicate That I was a child.'



Whistle High pitch sound



Drum Low pitch sound

Diction

Speaking clearly in role.

'I need better diction to be more clear.'



"It's not what you said.
It's how you said it."

Tone of voice

Happy, sad.

I used a sad tone of voice to show my Disappointment.'

Using Production and design semiotics



Set and prop design

Communicating locations, time periods and communicating mood and atmosphere.

Costume, hair and make-up design

Communicating character personality, thoughts and emotions through their costume.



Lighting design

Lighting the stage and the actors. This can help to create mood and atmosphere and emotions.

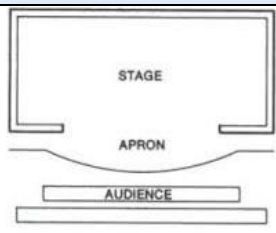


Sound and music design

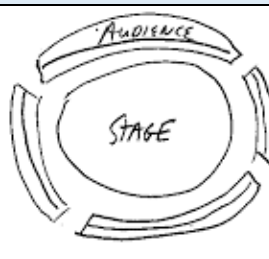
Creating sound effects that happen within the world of the play and using music to tell the audience what emotion to feel.

Proscenium Arch Stage

The audience sit in rows directly in front of the stage. There is an aisle down the middle. Everyone can see the stage, there is lots of space for set and actors. The audience are detached from the play, like watching a film.

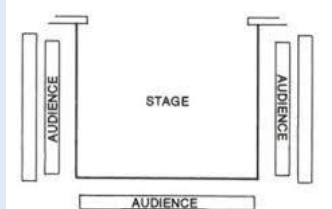


In the round stage (sometime called arena stage) The stage is in the centre and the audience sit around the outside (sometimes in a circle). The audience feel part of the performance, but I cannot have set as it would obstruct the view.



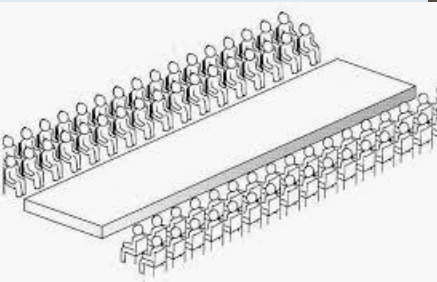
Thrust staging

The stage juts out into the audience who sit on three sides. The audience feel part of the play but you cannot have set as it would obstruct the view.



Traverse staging

The stage runs like a catwalk down the middle with the audience on either side facing each other. The audience get different perspectives of the same play but will always have an actor facing away from them.



Stage Directions Map

Upstage Right	Upstage	Upstage Left
Stage Right	Centre Stage	Stage left
Downstage Right	Downstage	Downstage Left
Audience		

**DIRT Task Term 1a Checkpoint
Feedback**

Self Reflection / Peer Feedback / Teacher

What Went Well: _____

Even Better If: _____

My next steps – Set One acting skill you would like to focus on

1. _____

Term 1b - TA1 Feedback:

Total Points: ___/20

Grade Awarded: ___

Teacher Feedback:

What went well: _____

Subject Improvements: _____

My TA1 reflection:

What Went Well: _____

Subject improvements: _____



Reflection: Give yourself a score out of 5 to reflect how much you

demonstrated this habit during this assessment, including revision. **Explain each score.**

Literacy Improvement task:

- Use appropriate vocabulary (refer to the knowledge organizer)
- Try to use complex vocabulary
- Speak in full sentences

Hardworking: _____/5. **Reason:** _____

Inquisitive: _____/5. **Reason:** _____

Resilient: _____/5. **Reason:** _____

Stick your homework in here

Term 1 review and Term 2 target setting

My Target for this term is to... _____

DIRT Task Term 2a Checkpoint Feedback

Self Reflection / Peer Feedback / Teacher

What Went Well: _____

Even Better If: _____

My next steps – Set One acting skill you would like to focus on

1. _____

Term 2b - TA Feedback:

Total Points: ___/20

Grade Awarded: ___

Teacher Feedback:

What went well: _____

Subject Improvements: _____

My TA2 reflection: What Went Well: _____

Subject improvements: _____



Reflection: Give yourself a score out of 5 to reflect how much you

demonstrated this habit during this assessment, including revision. **Explain each score.**

Literacy Improvement task:

- Use appropriate vocabulary (refer to the knowledge organizer)
- Try to use complex vocabulary
- Speak in full sentences

Hardworking: ___/5. **Reason:** _____

Inquisitive: ___/5. **Reason:** _____

Resilient: ___/5. **Reason:** _____

Stick your homework in here

Term 2 review and target setting

My Target for this term is to... _____

DIRT Task Term 3a Checkpoint Feedback

Self Reflection / Peer Feedback / Teacher

What Went Well: _____

Even Better If: _____

My next steps – Set One acting skill you would like to focus on

1. _____

Term 3b - TA Feedback:

Total Points: ___/20

Grade Awarded: ___

Teacher Feedback:

What went well: _____

Subject Improvements: _____

My TA3 reflection: What Went Well: _____

Subject improvements: _____



Reflection: Give yourself a score out of 5 to reflect how much you

demonstrated this habit during this assessment, including revision. **Explain each score.**

Literacy Improvement task:

- Use appropriate vocabulary (refer to the knowledge organizer)
- Try to use complex vocabulary
- Speak in full sentences

Hardworking: ___/5. **Reason:** _____

Inquisitive: ___/5. **Reason:** _____

Resilient: ___/5. **Reason:** _____

Stick your homework in here

Section A Mock Exam

1. What type of staging is shown in Figure 1?

A Traverse
B Proscenium Arch
C Thrust [1 mark]

2. What is the stage position of the actor in Figure 1?

A Downstage centre
B Centre stage
C Upstage right [1 mark]

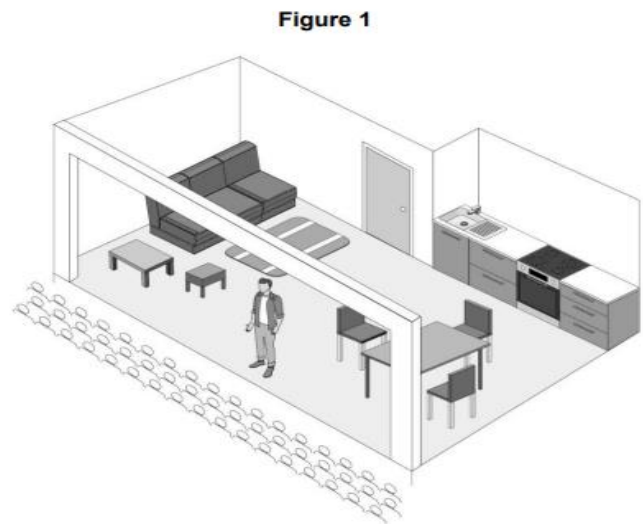
3. In which type of performance do the audience sit on all sides of the stage?

A Theatre in the round
B Traverse
C Promenade [1 mark]

4. Who is responsible for the overall artistic vision of a production?

A The Director
B The Lead Actor
C The Theatre Manager [1 mark]

____/4 marks



Live Performance Review

1. Describe how one or more actors used their **vocal** and **physical skills** to show how their character develops.
Analyse and evaluate how successful they were in showing how their character develops to the audience.
You could make reference to:
- vocal skills, for example pitch, pace and tone of voice
 - physical skills, for example body language and facial expression

Introduction (name of performance, where you saw it, actor you are going to focus on)

Vocal Skills:

The Actor used the vocal skill _____. This was effective because

They could improve it by

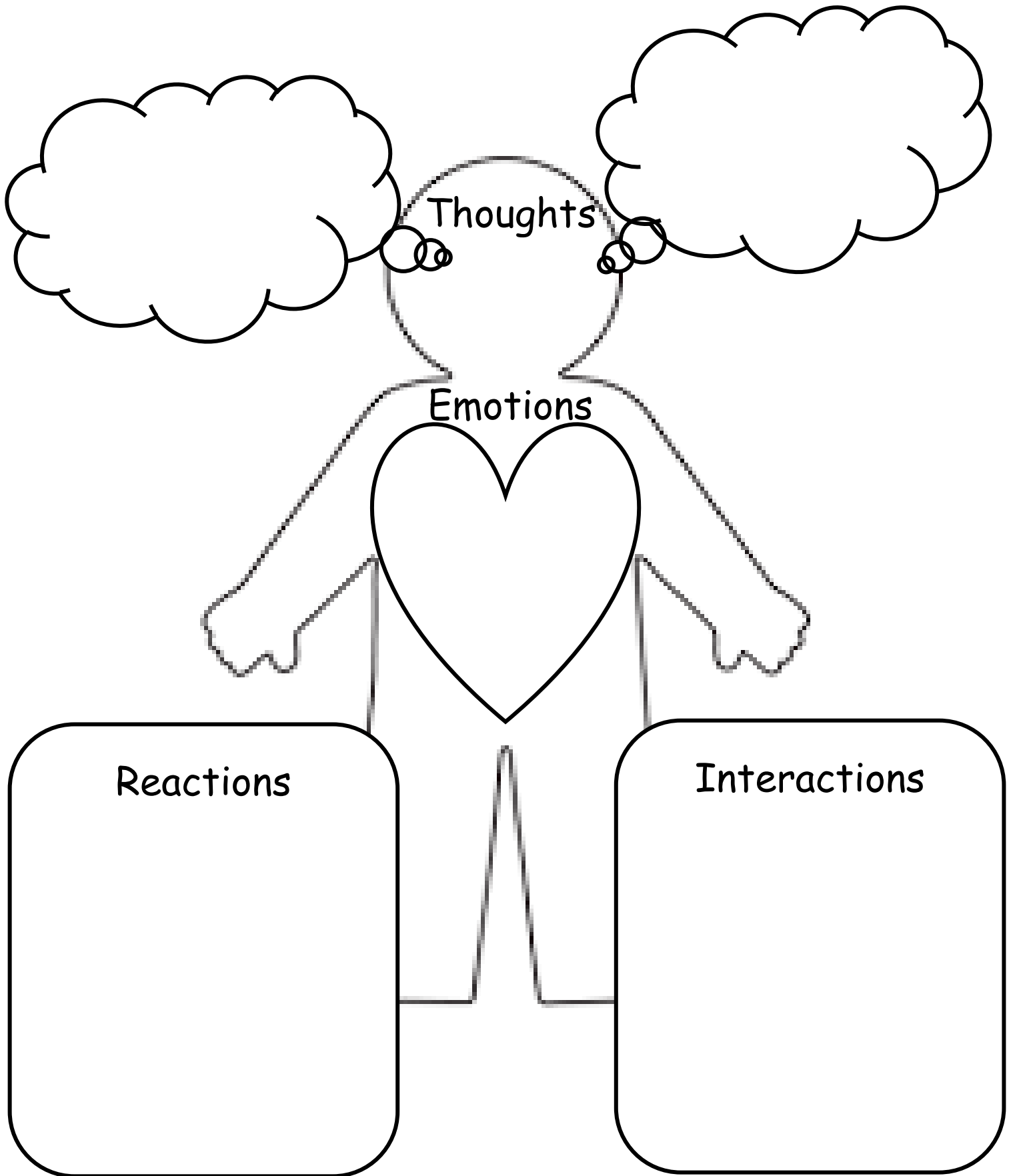
Repeat for a different vocal skill using full sentences:

Physical Skills:

The Actor used the physical skill _____. This was effective because

They could improve it by

Repeat for a different physical skill using full sentences:



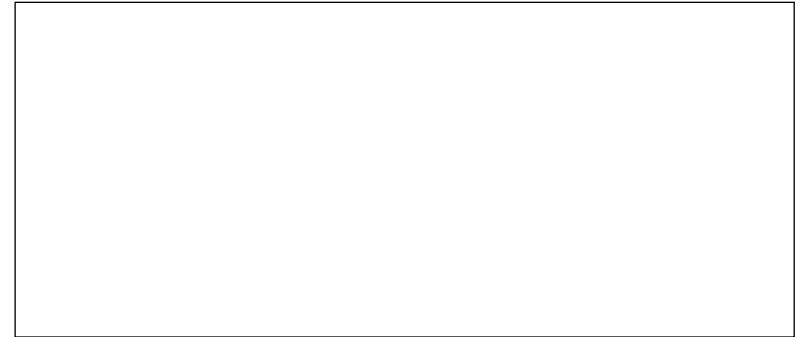
Proscenium Arch Staging Design

Things to think about:

- What is the play about?
- How can you show this?
- How will you make it exciting for your audience?
- Where are the 'props' on your set?
- Is there enough space for the actors?

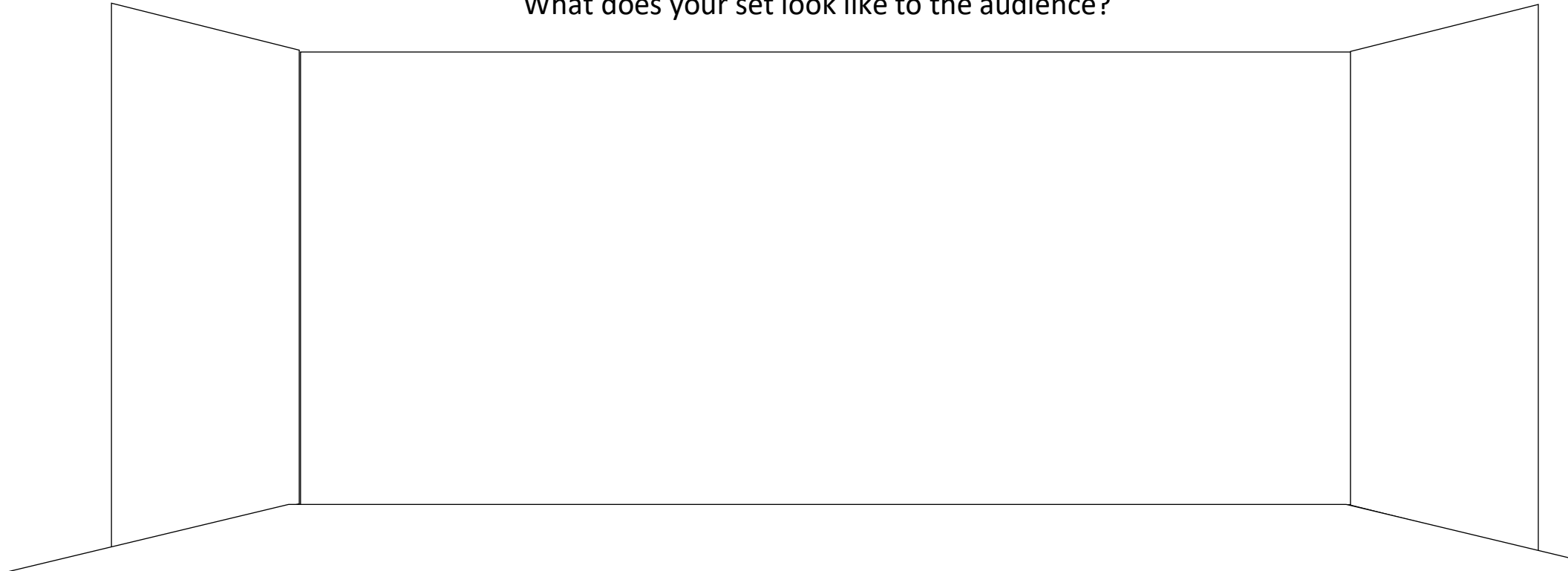
'Bird's Eye' View

Where are the 'props' on your stage?



Stage design

What does your set look like to the audience?



Costume Design Sheet

Things to think about:

Who is my character?

How old are they?

What gender are they?

What style of clothes do they wear?

Do they like to be comfortable? Smart? Is this a uniform?

What shoes will they wear?

When you are ready, draw and colour in the costume design for your character.

