Curriculum Summary Document

Year 7 – Drama

Building Confident Performers: Storytelling, Character and Stagecraft

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
LC1 - From Silence to Stories	**Autumn One**	Students begin with physical storytelling through The Three Soldiers, developing still image, facial expression, gesture, posture and movement. They are introduced to mime and learn how performers communicate character, action and meaning clearly without relying on spoken dialogue.	This establishes a shared practical vocabulary and gives every student an accessible foundation in communication, focus and physical characterisation. These skills underpin later scripted work, vocal development and more sustained performance.	English - narrative and character PE - movement, control and co-ordination Life - confidence and collaboration
	Autumn Two	Students explore the conventions of silent movies, including stock characters, placards and slapstick comedy. They learn how exaggeration, timing, status and audience awareness can make a story immediately readable, before beginning to add vocal techniques to make spoken storytelling more engaging.	Students move from purely physical communication towards combining physical and vocal choices. This broadens their performance toolkit and begins to develop the deliberate control of technique needed for characterisation and storytelling.	English - genre, narrative and vocabulary Media Studies - silent film conventions PE - timing and physical control
	Spring One	Students combine narration, stock characters and storytelling techniques through fairytale material. They rehearse and refine short performances, then complete knowledge and skill checks that require them to apply the techniques learned across the cycle and respond to feedback through clear next steps.	The cycle consolidates core performance habits: rehearsing with purpose, sustaining a role, communicating a story to an audience and reflecting on improvement. These become the platform for more detailed character work in the next learning cycle.	English - fairytales and narrative structure Oracy - narration and expressive speech Life - reflection, resilience and teamwork

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LC2 - Revolting Characters	**Spring Two**	Students begin Revolting Characters through Matilda, learning the plot and exploring Miss Trunchbull as a deliberately exaggerated dramatic character. They investigate how vocal and physical choices can reveal personality, intention and relationships, and begin creating their own larger-than-life characters.	This applies the storytelling techniques from Learning Cycle 1 to more sustained characterisation. Students learn that performance choices should be purposeful and linked to what an audience needs to understand about a character.	English - Roald Dahl, plot and character Art - visualising character and costume PSHE - relationships and behaviour
	Summer One	Students bring scripted material to life and explore status and power between characters. They develop voice, movement, space, facial expression and interaction with others, learning how contrasting status can shape blocking, relationships and the dramatic tension within a scene.	Students progress from individual character choices to understanding how characters affect one another on stage. This develops ensemble awareness and introduces the relationship between performance technique, staging and dramatic meaning.	English - interpreting scripts History/Life - authority and power Oracy - purposeful vocal communication
	Summer Two	Students bring their revolting characters together in performance, rehearsing how contrasting personalities, status and intentions work within a shared scene. They prepare for and complete knowledge and skill checks, then identify precise next steps for improving future practical work.	By the end of Year 7, students can combine physical, vocal and spatial skills with basic script interpretation and rehearsal discipline. This creates the broad practical foundation needed for the contextual, scripted and devised work of Year 8.	English - performance of written text Life - teamwork and peer feedback Oracy - evaluation and justification