

Subject	Year 7 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
Drama	<p><b>Autumn Term</b> <b>Journeys -</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to work as part of a group to devise a Drama.</li> <li>2. Demonstrate awareness of how to be an audience member - stillness, silence alongside analytical and evaluative role.</li> <li>3. Participate in an ensemble performance with a clear structure: beginning / middle / end and appropriate transitions.</li> <li>4. Demonstrate an understanding of tableaux - stillness / silence. (To extend to motion in stillness; levels; space; facial expression; posture; gesture.)</li> <li>5. Understand and demonstrate practically the concept of a character /role in terms of function / emotion / intention.</li> <li>6. Understand the role of theatre lighting with simple rationale.</li> </ol> <p><b>Spring Term</b> <b>Secret Garden -</b></p> <ol style="list-style-type: none"> <li>7. Demonstrate understanding of how to use a script – lines/stage directions/setting.</li> <li>8. Understand and demonstrate how to build a character from a script including traits, attitude and emotion.</li> <li>9. Demonstrate understanding of action and reaction in rehearsal and performance to create a specific effect. For example, tension.</li> <li>10. Demonstrate knowledge and understanding of acting 6 to develop character in rehearsal and performance.</li> <li>11. Demonstrate understanding of the shape and atmosphere of specific scenes.</li> <li>12. Demonstrate understanding of blocking and proxemics in rehearsal and performance.</li> </ol>	<p><b>Devising:</b></p> <ul style="list-style-type: none"> <li>• This website explains devising <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a>.</li> <li>• Alongside this, parents could support their child with turn taking activities, family discussions about films, images or trips out. They could also encourage their child to formulate what is inside their head using, for example a poem or short story ensuring that their child's 'idea' makes sense.</li> </ul> <p><b>Tableaux:</b></p> <ul style="list-style-type: none"> <li>• This short film explains (and demonstrates on a basic level) the fundamental ingredients of a tableau: stillness, silence, facial expression, space and levels. <a href="https://uk.video.search.yahoo.com/search/video?fr=mcafee&amp;p=how+to+make+a+tableau+drama#id=1&amp;vid=f96527516fdf1e93c234fb543ed221a7&amp;action=click">https://uk.video.search.yahoo.com/search/video?fr=mcafee&amp;p=how+to+make+a+tableau+drama#id=1&amp;vid=f96527516fdf1e93c234fb543ed221a7&amp;action=click</a></li> </ul>

13. Know and demonstrate how to use a puppet in performance including animation, sightlines and focus.
14. Apply existing knowledge to a new context.

**Charlie -**

15. Apply existing knowledge and skills to new contexts.
16. Demonstrate an understanding of narration to include purpose/use to extend to focal point and vocal skills (tone, pace, pitch, pause, emphasis, emotion/attitude).
17. Understand and demonstrate the ability to devise transitions, at times making them meaningful and creative.
18. Understand and demonstrate ensemble acting to extend to multi-rolling.
19. Demonstrate and understand the creation and use of cues.
20. Demonstrate an understanding of how to perform slow motion in rehearsal and performance.
21. Awareness of audience to extend to sightlines and leading lines.

**Summer Term**

**Charlie and the Chocolate Factory -**

22. Demonstrate the ability to apply existing knowledge and skills to new contexts.
23. Demonstrate the ability to generate ideas in response to a range of stimuli.
24. Demonstrate an understanding of theatrical devices: narration, focal point, physical theatre, slow motion.
25. Know, understand and demonstrate vocal skills (tone, pace, pitch, pause, emphasis, emotion / attitude).
26. Understand and demonstrate the ability to devise transitions, at times making them meaningful and creative.
27. Demonstrate the ability to create an appropriate atmosphere and

	<p>how to change the atmosphere through acting.</p> <ol style="list-style-type: none"><li>28. Understand and demonstrate ensemble acting to extend to multi-rolling.</li><li>29. Demonstrate an understanding of the creation and use of cues.</li><li>30. Awareness of audience to extend to sightlines and leading lines.</li></ol> <p><b>Macbeth -</b></p> <ol style="list-style-type: none"><li>31. Know and understand how the context of writing impacts its meaning and the creative decisions of an actor.</li><li>32. Understand and demonstrate how to identify and create atmosphere/ tension.</li><li>33. Demonstrate ability to use rhythm/ discipline in performance.</li><li>34. Understand and perform stage fighting showing complete understanding of safety and rules.</li><li>35. Understand how to use music to inform physicality. Demonstrate ability to perform mime.</li><li>36. Apply skills to new contexts.</li><li>37. Demonstrate development of voice to extend to pitch, tone, volume, emphasis, pulse, attitude/ emotion.</li><li>38. Demonstrate how to choose and use props and staging.</li></ol>	
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