DRAMA / THEATRE ARTS COURSE OUTLINE
GRADES 7-9

Ms. C. Dallas

GRADE 7- DRAMA -TERM 1

Date	Topic / Content	Coursework / Activities
Sept. 7-11	Socialization & Greetings	Students participate in name games using rhythm and movement. Students demonstrate and categorize formal and informal greetings. In pairs, students assume characters from different cultures and conduct short interviews before introducing their partners. Students invent and perform an original greeting or ritualized handshake.
Sept. 14-18	What is Drama?	Students participate in a Jamaican folk game and identify elements of Drama. Students identify Drama in everyday life, including weddings, celebrations, rituals and community situations. Groups create a short dramatization and students record their own definition of Drama.
Sept. 21-25	Origins & Types of Drama	Students investigate the origins and different types of Drama using teacher-provided materials and age-appropriate research. Groups classify examples and present findings, then use a cultural practice or dramatic form as a stimulus for a short presentation.
Sept. 28-Oct. 2	Concentration & Focusing	Students participate in Street and Lanes, Bull-in-a-Pen and Pass the Clap. Students create a simple road map to success showing goals and obstacles, then dramatize ways of overcoming one obstacle.
Oct. 5-9	Stage Space & Spatial Awareness	Students participate in directional games. Groups identify and label stage areas. Students experiment with standing, kneeling, sitting and jumping levels and create frozen pictures in different stage areas.
Oct. 12-16	Self-Discovery: Sense Exploration	Students participate in Guided Tours and sensory identification exercises. Students recall familiar environments such as a market, bakery or playground. Groups recreate one environment using human moulds/frozen images.
Oct. 19-23	Physical Exploration	Students participate in 10-Second Objects, Up and Down the Deck, Atom Games and Musical Statues. Students explore movement/stillness and isolated body parts. Groups create an obstacle-course/maze scenario using movement, body language and space.

Date	Topic / Content	Coursework / Activities
Oct. 26-30	Vocal Exploration	Students practise relaxation, breathing, articulation and tongue twisters. Students explore projection, pitch, volume and modulation. Groups create sound environments such as a night scene, busy street or marketplace.
Nov. 2-6	Using Voice & Body Together	Students create a Sound Machine using repeated movement and vocal sounds. Students bring an inanimate object to life by creating movement, voice and personality. Groups combine rhythmic movement and sound from a Jamaican folk song.
Nov. 9-13	Pair Work: Mirror & Shadow	Students perform Mirror Work in pairs, then experiment with Shadow Play. Pairs use objects such as desk/chair or TV/remote as stimuli and create sequences portraying threat/fear, giving/receiving or night/day.
Nov. 16-20	Pair Work: Cooperation & Response	Students complete pair-coordination exercises and develop a pair-work agreement. Pairs conduct simultaneous conversations and create persuasive dialogues. Partners provide feedback on voice, listening and response.
Nov. 23-27	Small Group Work	Students share jokes, riddles and personal experiences as stimuli. Groups develop stories from pictures, objects, phrases or music, assign characters and add costume, sound, movement and props.
Nov. 30-Dec. 4	Working with a Larger Group	Students participate in Man/Giant/Dwarf, Human Tangle, Inside-Out Circle and Picture Puzzles. The class creates large-group situations such as a football crowd, with students taking different roles.
Dec. 7-11	Term Review & Performance Assessment	Groups perform a short dramatic presentation combining voice, movement, space, cooperation and improvisation. Students complete a Drama journal entry identifying a strength and an area for improvement.

GRADE 7 - DRAMA TERM 2

Date	Topic / Content	Coursework / Activities
Jan. 4-8	Pair Work Review	Students revisit trust and cooperation through mirror, coordination and response exercises and create a short two-person improvisation requiring listening and response.
Jan. 11-15	Mime & Movement	Students perform individual mimes based on familiar activities. Classmates identify the situation and comment on gesture, facial expression, movement and space.

Date	Topic / Content	Coursework / Activities
Jan. 18-22	Small Group Work	Groups develop stories from pictures, objects, music or phrases, arrange events logically and present the completed story through improvisation.
Jan. 25-29	Creating Dramatic Situations	Groups transform an everyday situation into a short scene, establishing characters, setting, problem and possible solution before performing.
Feb. 1-5	Working with a Larger Group	Students participate in Human Tangle, Man/Giant/Dwarf and whole-group problem-solving. The class creates a large-group scene such as spectators at a sporting event.
Feb. 8-12	The Episode	Groups create an episode with a beginning, middle and ending. Students first perform it silently and then add appropriate sound effects.
Feb. 15-19	Movement & Sound	Students experiment with movement and sound. Groups create a short sound-and-movement composition based on a familiar environment or situation.
Feb. 22-26	Creating a Tableau	Students practise freeze positions through Musical Statues/Red Light and photographer/sculpture games. Groups create frozen pictures showing relationships and levels.
Mar. 1-5	Developing the Tableau	Groups select a familiar story, divide it into three episodes and create a tableau for each episode with smooth transitions.
Mar. 8-12	External Decoration	Students examine how clothing and props communicate character. Groups design and construct simple costumes using recycled or available materials and explain their choices.
Mar. 15-19	Character Transformation	Students use costumes, props and accessories to transform their appearance and perform a short character presentation explaining the choices.
Mar. 22-25	Performance & Reflection	Groups combine tableau, movement, sound, characterization and storytelling in a short performance. Students complete peer and self-assessments.

GRADE 7 - DRAMATERM 3

Date	Topic / Content	Coursework / Activities
Apr. 12-16	Review of Drama Techniques	Students rotate through practical stations reviewing mime, movement, voice, tableau, stage space and improvisation. Students demonstrate one skill individually and one collaboratively.

Date	Topic / Content	Coursework / Activities
Apr. 19-23	Mime & Movement	Students create individual mime sequences based on everyday situations and perform them while classmates identify the action and comment on physical expression.
Apr. 26-30	Tableau & Stage Pictures	Groups create frozen stage pictures from themes or familiar stories, experimenting with levels, focus, body position and relationships.
May 3-7	Characterization through External Decoration	Students design a simple character using costume pieces, props, accessories or recycled materials and perform a short interaction.
May 10-14	Creating Dramatic Episodes	Groups create an episode from an everyday situation using mime, movement and sound, then perform the sequence.
May 17-21	Sound, Movement & Expression	Groups create a composition combining sound, silence, movement and stillness to communicate a situation or emotion.
May 24-28	Developing a Short Dramatic Scene	Groups develop a scene from a picture, object, phrase or everyday experience, establishing characters, setting, relationships and action.
May 31-Jun. 4	Rehearsal & Refinement	Groups rehearse and refine voice, movement, character, transitions, timing and use of space using teacher and peer feedback.
Jun. 7-11	Performance Preparation	Groups complete final rehearsals, organize costumes/props and practise entrances, exits and stage positions.
Jun. 14-18	Group Performance	Students present completed dramatic scenes demonstrating voice, body, space, character and group cooperation.
Jun. 21-25	Drama Appreciation	Students watch classmates' performances and give one strength and one constructive suggestion for improvement.
Jun. 28-Jul. 2	Drama Portfolio / Journal	Students compile selected journal entries, drawings, character work, photographs, scripts and reflections.
Jul. 5-9	Final Reflection & Assessment	Students reflect on their Drama learning and complete a practical skills assessment.

GRADE 8 - DRAMA TERM 1

Date	Topic / Content	Coursework / Activities
Sept. 7-11	Review & Introduction to Characterization	Students use posture, movement, facial expression and voice to create characters, perform short improvisations and identify the choices used.

Date	Topic / Content	Coursework / Activities
Sept. 14-18	Wigs, Make-up, Jewellery & Props	Students examine how external decoration communicates age, status, occupation and personality. Pairs design character make-up and construct simple jewellery or props.
Sept. 21-25	Masks in Drama	Students research mask traditions, design and construct a simple mask, experiment with masked movement and create a short masked presentation.
Sept. 28-Oct. 2	Physical Qualities - Size, Weight & Balance	Students observe movements of objects such as bubbles, sand, rocks and balls, reproduce them physically and create movement sequences from imagery such as elephants, butterflies and trucks.
Oct. 5-9	Mannerisms & Gestures	Students create characters using hands, facial expression and posture, then use props such as newspapers, umbrellas or bags to strengthen characterization.
Oct. 12-16	Speech Patterns	Students experiment with pitch, pace, volume, inflection and accent. Groups create character situations such as nurse/patient, customer/vendor or parent/child.
Oct. 19-23	Inner Feelings	Students portray joy, sadness, fear, anger and excitement through movement and voice, then perform a short situation showing an emotional shift.
Oct. 26-30	Developing the Inner Character	Students create a character profile including background, personality, wants, fears and emotions. Students participate in hot-seating and perform a monologue/improvisation.
Nov. 2-6	Relationships in Drama	Students create improvisations involving employer/employee, doctor/patient, customer/salesperson, neighbours and siblings, experimenting with status, distance, tone and body language.
Nov. 9-13	Interpersonal Relationships	Pairs develop scenes showing two characters who know or do not know each other and experiment with proximity, eye contact, gesture, voice and physical response.
Nov. 16-20	Writing the Relationship	Students create short mini-scripts with dialogue and stage directions, then perform the same dialogue in two different contexts to show how meaning changes.
Nov. 23-27	Plots from Stories	Groups adapt a familiar story into a dramatic sequence, identifying characters and events and deciding how the story will be divided into scenes.

Date	Topic / Content	Coursework / Activities
Nov. 30-Dec. 4	Flashback & Flashforward	Groups create scenes containing a flashback or flashforward and use movement, narration, sound or staging to make the time transition clear.
Dec. 7-11	Term Performance & Assessment	Students perform a character-based scene demonstrating external decoration, physical characterization, speech patterns, emotions and relationships, then complete a written reflection.

GRADE 8 - DRAMA TERM 2

Date	Topic / Content	Coursework / Activities
Jan. 4-8	Relationships Review	Pairs perform the same situation using different relationships and discuss how voice, body language and status affect the scene.
Jan. 11-15	Writing Dramatic Relationships	Students create mini-scripts based on a selected relationship, write dialogue and stage directions, rehearse and revise.
Jan. 18-22	Plot & Story Structure	Students arrange story events and identify beginning, development, climax and resolution, then create an original plot using a plot diagram.
Jan. 25-29	Plots from Stories	Groups adapt a familiar story for Drama, identifying characters, important events and conflict and transforming sections into scenes.
Feb. 1-5	Plots in Plays	Students read a teacher-selected play/excerpt, identify major events, characters and conflict, and map the plot.
Feb. 8-12	Developing Character in Action	Students use Role-on-the-Wall and hot-seating to explore character traits and motivation, then improvise a scene showing traits through action.
Feb. 15-19	Change in Character	Groups create scenes showing changes in age, opinions, emotions, relationships or circumstances and explain what caused the change.
Feb. 22-26	Acting from a Script	Groups select and rehearse a short scripted scene, establish blocking and perform with focus on voice, movement, characterization and space.
Mar. 1-5	Acting from an Improvised Scene	Students create an improvised scene from a situation/stimulus, establishing characters, relationships and conflict while responding spontaneously.
Mar. 8-12	Combining Drama Elements	Groups create a scene combining characterization, relationship, plot, voice, movement, costume/props and stage space.
Mar. 15-19	Constructive Criticism & Refinement	Students present rehearsal sections, receive specific peer feedback, revise their scenes and rehearse the improved version.

Date	Topic / Content	Coursework / Activities
Mar. 22-25	Performance Assessment	Groups perform completed scenes and are assessed on characterization, relationships, plot, voice, movement, space and collaboration.

GRADE 8 - DRAMA TERM 3

Date	Topic / Content	Coursework / Activities
Apr. 12-16	Review: Character, Relationship & Plot	Students review character, relationship and plot through practical exercises and create an improvisation incorporating all three.
Apr. 19-23	Plot Development	Groups develop an original plot from a picture, phrase, object or everyday situation and identify characters, setting, conflict, climax and resolution.
Apr. 26-30	Character Development in Action	Students use Role-on-the-Wall and hot-seating to deepen a character, then create a situation requiring a decision and show change through action.
May 3-7	Selecting a Scene from a Play	Students examine teacher-selected excerpts, identify characters, relationships, conflict, setting and dramatic action, and select a scene.
May 10-14	Acting the Scene	Groups rehearse selected scenes, establish blocking, entrances and exits, and experiment with voice, movement and gesture.
May 17-21	Character & Relationship Refinement	Students perform rehearsal sections and refine motivation, relationships, mannerisms, gestures and speech patterns using feedback.
May 24-28	Voice, Movement & Character	Students perform lines/scenes using different vocal and physical choices and integrate voice, movement and characterization.
May 31-Jun. 4	Stage Conventions	Students practise stage positions, levels, entrances, exits, focus and movement and apply them to their scene using a basic stage plan.
Jun. 7-11	Rehearsal	Groups conduct structured rehearsals, record progress and solve problems involving blocking, lines, timing or characterization.
Jun. 14-18	Final Group Performance	Groups present their selected scene using characterization, relationships, plot, voice, movement, stage conventions, props and costumes.
Jun. 21-25	Performance Critique	Students observe performances and write critiques identifying strengths, areas for improvement and effective dramatic choices.

Date	Topic / Content	Coursework / Activities
Jun. 28-Jul. 2	Drama Portfolio	Students compile scripts, character profiles, plot work, drawings, rehearsal notes, critiques and reflections.
Jul. 5-9	Final Reflection	Students reflect on their development as performers and identify Drama skills developed and areas for improvement.

GRADE 9- DRAMA TERM 1

Date	Topic / Content	Coursework / Activities
Sept. 7-11	Setting the Scene: Relationships	Students portray characters through actions only. Groups create improvisations using contrasting relationships such as employer/employee, doctor/patient, driver/passenger or neighbours.
Sept. 14-18	Major & Minor Characters	Students examine a teacher-selected text, identify major and minor characters, create character profiles and compare their function and development.
Sept. 21-25	Context: Where & When?	Students use music and sound effects to determine possible time/place, improvise scenes and explain the contextual clues influencing choices.
Sept. 28-Oct. 2	Location, Environment & Time	Students use objects, sound, movement and space to establish settings such as classroom, hotel, street, palace or vehicle. Classmates identify the setting.
Oct. 5-9	Historical & Cultural Context	Students research a historical/cultural setting focusing on dress, music, social practices and environment, then apply findings to a dramatic scene.
Oct. 12-16	Status & Attitude	Students explore contrasting attitudes, create tableaux showing social hierarchies and use thought-tracking to reveal characters' attitudes.
Oct. 19-23	Changing Status	Students improvise sudden changes in circumstances, such as winning the lottery or losing everything, and show changes through posture, voice, movement and relationships.
Oct. 26-30	Motivation- Why?	Students use Knee-Slapping and Hawk and Chicken to identify objectives/motivations, then develop improvisations based on jealousy, revenge, curiosity, rescue or problem-solving.

Date	Topic / Content	Coursework / Activities
Nov. 2-6	What Drives the Drama?	Students participate in Life Boat and create improvisations with competing objectives, explaining how motivation drives action.
Nov. 9-13	Conflict & Tension	Groups create scenes from prompts such as 'We need to talk' or 'Who sent you here?' and use pauses, space, movement and voice to build tension.
Nov. 16-20	Internal & External Conflict	Students distinguish internal and external conflict through scenes. Students use Role-on-the-Wall to explore a character's internal dilemma and dramatize it.
Nov. 23-27	Creating Tension	Groups develop scenes with opposing objectives and experiment with silence, distance, movement, status, voice and sound.
Nov. 30-Dec. 4	Being Selective- Significant Moments	Students identify important moments in a scene, remove unnecessary dialogue/action and rehearse a shortened version that maintains focus and meaning.
Dec. 7-11	Term Performance & Assessment	Groups perform an interpretive scene demonstrating relationship, context, status, motivation, conflict, tension and significant moments, then submit a short written analysis.

GRADE 9- DRAMA TERM 2

Date	Topic / Content	Coursework / Activities
Jan. 4-8	Bringing the Play to Life	Students read/explore a selected play or excerpt, identify important images, relationships and dramatic ideas, and discuss how they can be communicated.
Jan. 11-15	Language & Movement	Students translate selected words/phrases into physical images and movements and compare different interpretations of the same text.
Jan. 18-22	Images in Drama	Students use objects such as a stick, stool or fabric symbolically. Groups create collages/storyboards from words such as fear, love or danger and transform images into dramatic presentations.
Jan. 25-29	Reinforcing the Message	Students identify a central message/theme and select voice, movement, images, space and sound that reinforce it, then demonstrate choices through a scene.
Feb. 1-5	Symbolism	Students examine familiar and cultural symbols. Groups research a symbol and create a short dramatic presentation demonstrating its meaning.

Date	Topic / Content	Coursework / Activities
Feb. 8-12	Metaphor in Drama	Groups create physical/visual metaphors using objects, bodies and space, then develop a scene in which an object or image represents an idea, emotion or relationship.
Feb. 15-19	Mood & Atmosphere	Students experiment with voice, sound, silence, movement, stillness, lighting and colour to create fear, celebration, sadness and suspense. Groups perform one scene with different moods.
Feb. 22-26	Does It Make Sense?- Meaning & Interpretation	Students analyse a selected scene and identify dramatic action, characters, conflict and resolution. Groups compare interpretations and justify choices using the text.
Mar. 1-5	Interpreting Character & Action	Students use Role-on-the-Wall and hot-seating to explore traits, motivations and changes, then perform scenes showing how actions reveal thoughts and feelings.
Mar. 8-12	Interpreting the Play as a Whole	Groups examine major characters, plot, sub-plots, themes, relationships and dramatic techniques and create a concept map showing connections.
Mar. 15-19	Developing an Interpretation	Groups develop a performance concept and make decisions about characterization, movement, space, voice, sound, symbols, mood and atmosphere, then rehearse.
Mar. 22-25	Interpretation Assessment	Groups present their interpreted scene and submit a written critique explaining their interpretation and performance choices.

GRADE 9 - DRAMA TERM 3

Date	Topic / Content	Coursework / Activities
Apr. 12-16	Planning a Performance	Groups identify possible plays/themes, audience, purpose, cast size, resources and production requirements and create an initial production plan.
Apr. 19-23	Selecting a Play/Theme & Assigning Roles	Groups examine possible Caribbean plays or dramatic stimuli, compare genre, style, writer's intention, characters and motivations, then select a work and prepare a production proposal.
Apr. 26-30	Casting & Character Preparation	Students participate in casting/audition activities. Actors develop character profiles and explore voice, movement, motivation, relationships and status. Production teams identify responsibilities.

Date	Topic / Content	Coursework / Activities
May 3-7	Blocking & Staging	Groups read through the selected scene and establish entrances, exits, stage positions, levels, movement and focus. Students create a basic stage plan and record blocking.
May 10-14	The Rehearsal Process	Students learn about reading, blocking, technical and dress rehearsals. Groups create a rehearsal schedule, establish deadlines and maintain rehearsal notes.
May 17-21	Voice, Movement & Character Refinement	Actors rehearse scenes focusing on projection, articulation, vocal variation, physical characterization, gesture and movement, then adjust using feedback.
May 24-28	Technical Elements- Props, Costumes, Set & Sound	Production groups identify technical requirements and design/source props, costumes, set pieces and sound effects, explaining how each supports the interpretation.
May 31-Jun. 4	Rehearsal & Refinement	Groups conduct full rehearsals and identify problems with blocking, pacing, lines, cues, costumes, props and sound, then document adjustments.
Jun. 7-11	Final Preparation	Students conduct a technical/dress rehearsal, practising costume changes, props, sound cues, entrances, exits and transitions, and complete a final checklist.
Jun. 14-18	Presenting the Performance	Students present a completed one-act play or improvised drama integrating acting, characterization, voice, movement, staging, technical elements and production teamwork.
Jun. 21-25	Performance Evaluation & Critique	Students evaluate acting, characterization, relationships, staging, technical elements, pacing and meaning, then write a critique with strengths and areas for improvement.
Jun. 28-Jul. 2	Drama Portfolio	Students compile production proposal, character work, scripts, stage plans, rehearsal schedules, production notes, photographs, critiques and reflections.
Jul. 5-9	Final Reflection & Course Assessment	Students reflect on their contribution to the final production and skills developed, then complete a final practical and written course assessment.

Coursework Expectation

Across Grades 7–9, students will engage in practical, collaborative and reflective coursework, including drama games and warm-ups, individual and pair work, improvisation, mime and movement, voice and speech exercises, characterization, role-play, tableau, storytelling, scriptwriting, scene development, costume/prop/mask design, research, rehearsal, performance, peer critique, self-assessment, Drama journals, portfolios, production planning and technical preparation.