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| **Year 8. Key Stage 3 Drama.**  **Unit 2. How can I develop my performance skills and rehearsal processes through a new theatrical technique and genre?** | | |
| **Drama Key Concepts and processes**  **1 Concepts**  **1** Dramatic competence and communication, **2** Critical understanding,  **3** Cultural, ethnic and religious diversity, **4** Creativity.  **2 Processes**  **1** Dramatic exploration and reflection,  **2** Critical thinking around representations and interpretations, **3** Documenting evidence,  **4** Developing relationships and working with others. | **Expectations**  **At the end of this unit**  **Most pupils will:**  **Some pupils will not have made so much progress and will:**  **Some pupils will have progressed further and will:**  Homework   * Research melodrama and complete a poster * Create a storyboard of your silent film scene * Create a character profile for your character * Rehearse character at home * Bring in costume for your character | **Cross Curricular Framework (CCF)**  **1 Cross Curricular Aspects**   1. **PLTS**   **1** Independent enquirers, **2** Creative thinkers,  **3** Reflective learners, **4** Team workers, **5** Self-managers, **6** Effective participators.   1. **ECM**   **1** Safety, **2** Healthy, **3** Economic well being, **4** Enjoy and **5** Participate.  **2 Wider Curriculum Dimensions**  **1** Identity and cultural diversity, **2** Community participation, **3** Healthy Lifestyles , **4** Enterprise **5** Global dimension, **6** Technology and media ,  **7** Creativity and critical thinking. |
| **Curriculum Opportunities and links (COL)**  Final Assessment – As part of their final assessment students will be producing |
| **Range and content and Assessment opportunities**   * Q and A in lessons and H/W tasks * End of term written assessment * Self assessment * Peer assessment during individual and group performances * Multimedia evidence during practical assessment | **Resources**  Boo/Hiss placards  Differentiated scripts  Melodrama DVD  Character Cards  Melodrama soundtrack CD  Victorian Melodrama handout |

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| Enquiry questions, concepts and processes | **Teaching activities** | **Learning outcomes** | **CCF and COL** |
| Lesson One   * What are the stock characters used and found in Victorian Melodrama? How do we show these characters physically?   DC  DP  APP  Lesson Two   * How do we recreate a melodramatic acting style for an audience?   DC  DP  APP | * Creating frozen images around the space of stock character characteristics, e.g. brave, confident, evil, frightened, graceful, heroic, pleading, sinister, weak, submissive, villainous. * Create paired tableaux of opposite characteristics, e.g evil and frightened. Images must consider status and relationship. Spotlight and evaluate. * Explore stock characters – hero, villain, damsel in distress, sidekick, royalty, sick relative * Students to work in groups and explore a basic stereotypical melodramatic plotline through either image and narration or short scenes. Bring to life as whole class performance   Homework: Research melodrama and create a poster   * Watch melodrama DVD clip. Students fill in observation grid looking at acting style. Feedback * Using last weeks plotline bring one scene to life focusing on developing exaggerated characterisation. Perform and evaluate | * To allow students to think about and begin to explore the genre of Melodrama * To begin to understand the term ‘stock characters’ * To allow students to experiment physically with facial expression, posture, gesture and body language to portray status and relationships * To begin to experiment with characterisation within a plotline * To develop creative observational skills and start to apply these to practical work   . | PLTS  ECM  WCD  COL  PLTS  ECM  WCD  COL |
| Lesson Three   * How can we use non verbal communication to create character and narrative? How can we use music to enhance our work?   DC  DP  APP  Lesson Four   * How can I improve my understanding of the genre through script work and the use of asides?   DC  DP  APP | * Students to be given brief stimulus. Students to bring story to life using mime to recreate a silent film scene. Focus on exaggeration and non - verbal communication. * Flip record and watch back – peer assess in paired groups. Highlight three areas of improvement   Homework – Create a storyboard of your silent film scene   * Scripts to be given out and read in small groups or as whole class. * Students to work on opening section of the scene and bring to life focusing on blocking and staging. * Teacher to explain and highlight use of asides * Spotlight and evaluate | * To experiment with and understand the impact of non verbal communication in a scene * To understand how we can use music to enhance performance * To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective * To read and discuss a play script using critical understanding to identify and explore key moments from within the plot | PLTS  ECM  WCD  COL |
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| Lesson Five   * How can I develop my understanding of plot and character through off text scenes?   DC  DP  APP | * Students to plot a five-point plotline on sugar paper of a stereotypical melodrama. Feedback ideas * Bring the plot line to life using still image and thought tapping etc   Homework – Create a character profile for your character |  | PLTS  ECM  WCD  COL |
| Lesson Six   * Final assessment lesson – How can I use my performance skills and rehearsal processes to develop and perform my own scene using the melodramatic style and the stock characters.   DC  DP  APP | * Play students piece of atmospheric music – students to choose one scene to develop in mime to music. * Perform and give feedback   Homework – Rehearse character at home. Bring in costume for next weeks performance |  | PLTS  ECM  WCD  COL |
| Lesson Seven onwards   * Final assessment lesson – How can I use my performance skills and rehearsal processes to develop and perform my own scene using the melodramatic style and the stock characters.   DC  DP  APP | * Students to develop whole piece using melodramatic plotline and all stock characters. Focus on recreating the genre and exaggerated characters. * Incorporate use of placards for audience response * Incorporate master of ceremonies |  | PLTS  ECM  WCD  COL |
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