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| **Year 7. Key Stage 3 Drama.**  **Unit 1. What is Drama?** | | |
| **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:**  Have a developed overview of the basic drama skills and techniques. They will have developed conceptual knowledge and understanding about the techniques such as mime and still image. They will have developed dramatic processes and the ability to perform these techniques. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have an appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.  **Some pupils will not have made so much progress and will:**  Have some. They will have developed some conceptual knowledge and understanding about the basic drama skills and techniques. They will have developed some dramatic processes and ability to perform these techniques in a basic way.. Furthermore they will have developed aspects of the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have a limited appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.  **Some pupils will have progressed further and will:**  Have a developed a sophisticated and confident understanding of the drama skills and techniques. They will have developed deep conceptual knowledge and understanding about a range of techniques such as mime, still image and thought tracking. They will have developed dramatic enquiry skills and the ability to perform these effectively and creatively within a piece of drama. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have a more sophisticated appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.  Homework  2x written focusing on use of drama vocabulary  Bringing in an important photograph from home | **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)**  English – Narrative and characters  Media – Analysis of video  English – Narrative, characters and themes from a novel  Media – Comparison of elements of TV/Stage  Music – Use of sound effects to create atmosphere  Final Assessment – As part of their final assessment students will be producing a short devised piece based on what skills and processes they have learnt during this SOW and the connections these have with other subjects |
| **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**  **‘**The Boy’ poem  Film clips showing use of Mime, e.g. Mr Bean, Charlie Chaplin, Melodrama  Sticky Labels  Playing Cards  Scenario Cards  Evaluation forms –WWW/EBI |

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| **Year 7. Key Stage 3 Drama.**  **Unit 1. What is Drama?** | | | |
| Enquiry questions, concepts and processes | **Teaching activities** | **Learning outcomes** | **CCF and COL** |
| Lesson One   * What does it mean to work in a team? How does a successful team work? What skills are important?   APP Response B, C  Lesson Two   * What is gesture? Why/how do we use it within drama? How can we use our bodies and faces imaginatively?   DC 1 and 4  DP 1,2 and 4  APP Response A | * Working in a variety of teams on teamwork challenge games, e.g. using bodies to create a number/letter/animal and adding movement/sound * Speed befriending/chair game/eye contact game/the sun always shines etc * Variety of ‘getting to know you games’, e.g. name games, team work games * Developing character around the space using the whole body and face to portray a given circumstance. Looking at different surfaces/locations/emotions Evaluate and reflect. * Creating stereotypical characters – freeze frame, then bring to life. Spotlight and evaluate * Reflect back to APP focus | * To allow pupils to get to know each other and introduce the skills of team work, cooperation and listening to each other * To allow pupils to experiment with the movement of their bodies creatively and imaginatively, using exploration to develop competence. * To allow pupils to get to know each other and introduce the skills of team work, cooperation and listening to each other * To allow pupils to experiment with the movement of their bodies creatively and imaginatively, using exploration to develop competence. | PLTS 2, 4 and 6  ECM 4 and 5  WCD 7  COL  PLTS 2, 4 and 6  ECM 4 and 5  WCD 7  COL |
| Lesson Three   * What is a mime? What makes a mime effective in a piece of drama? Why might we have mime in a piece of drama? * What is a still image? What makes an effective still image?   DC 1, 2 and 4  DP 1,2 and 4  APP Development B | * Mime games in a circle, e.g. chewing gum, what’s in the box * Show DVD clips of mime, e.g. Mr Bean, Charlie Chaplin, Melodrama – What makes a mime effective? * Developing basic mime scenes built from an individual freeze into a role-play, using scenario cards. Freeze key moments Evaluate and reflect * Devising a more extensive mime piece using the scenario cards and building into a scene with dialogue. * Refer back to APP focus | * To allow pupils to play imaginatively and creatively with the basics of mime * To allow pupils to create an effective piece of mime as part of a team, using exploration to develop dramatic competence and understanding * To work on the skills of team work, focus and cooperation * To allow pupils to create an effective piece of mime as part of a team, using critical understanding to develop and feedback on work | PLTS 2, 3, 4 and 6  ECM 4 and 5  WCD 7  COL Media – Analysis of video |
| Lesson Four   * What is Pantomime Blanche? How is it used to develop characterisation?   DC 1 and 4  DP 1,2 and 4  APP Development A, Development D, Evaluation A | * Teacher model example of Pantomime Blanche. Show DVD clip * Whole class work – Start in circle creating single object * Creating characters individually in a space * Creating a setting and adding characters to it * Evaluation of work – WWW/EBI * Refer back to APP focus | * To introduce a new skill of pantomime Blanche and allow students to experiment with it physically * To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective | PLTS 2, 4 and 6  ECM 4 and 5  WCD 7  COL |
| Lesson Five   * What is status? What features make a character high or low status in a scene? How can a character change status in a scene? How can we show status physically through our bodies and with our voices? * How is dialogue used to create status?   DC 1, 2 and 4  DP 1,2 and 4  APP Response A, | * What is status – Discuss * Status games using pack of cards * 10-1 status characters around the room + meet and greet +thought tap * Moulding of characters of different status * Developing duologues involving characters of contrasting status shown through physicality and vocality. Moulding and improving on work where possible. Begin with freezes and bring to life * Reflect back to APP focus | * To introduce the skills of team work, cooperation and listening to each other * To allow students to experiment with the movement of their bodies and the use of their voice to portray a specific status * To allow students think critically about the work through the role of a director. | PLTS 2, 4 5 and 6  ECM 4 and 5  WCD 7  COL |
| Lesson Six   * What is people as props? How/why might we use people as props in a piece of drama? What makes people as props effective?   DC 1 and 4  DP 1,2 and 4  APP Development C, Development E | * Whole class starter creating a room as people as props with one student using the room * Students to work together to produce a range of ‘objects’ using their bodies physically. Sound and movement added to extend. Storyline added to extend. Perform and evaluate. * Develop into rooms/settings * Ext – to create a museum of choice as people as props * Reflect back to APP focus   H/W Bring in a photo of your family | * To introduce the skills of team work, cooperation, listening to each other and focus * To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective | PLTS 2, 4 and 6  ECM 4 and 5  WCD 7  COL Dance – Using bodies physically and creating movement |
| Lesson Seven   * What are the elements of a still image? What makes an effective still image? Where in a piece of drama should a still image be used?   DC 1, 2 and 4  DP 1,2 and 4  APP Development B, Response B, Response D  Lesson Eight | * Developing the use of still image through the creation of a range of life-size snapshots of everyday life – using photographs to as a model on which to recreate snapshots * Developing a live storyboard of a ‘The Boy’ poem using the technique still image. * Ext – Bring the final image to life to show what happens to The Boy afterwards * Reflect back to APP focus | * To introduce the skills of team work, cooperation and listening to each other * To allow pupils to experiment with the technique of still image, using exploration to develop competence. * To reflect on work and improve. | PLTS 2, 3, 4 5 and 6  ECM 4 and 5  WCD 7  COL English – Narrative and characters |
| * What are the elements of a soundscape? How do you use a soundscape in drama to create atmosphere?   DC 1, 2 and 4  DP 1,2 and 4  APP Development B, Response B, Response D  Lesson Nine/Ten   * Final Assessment   APP Focus development and Evaluation | * Warm up games focusing on the projection of the voice * Developing a 1-2 minute soundscape to reflect the atmosphere feeling of a specific setting, e.g. hospital, football match, haunted house, pub, dentist * Develop into creating an essence machine of same location * Reflect back to APP focus * Developing a mini assessment piece using as many skills as possible * Work to be filmed, watched back and evaluated using APP grids | * To introduce the skills of team work, cooperation and listening to each other * To develop an abstract method of narration through dramatic exploration * To develop skills of team work, cooperation and listening to each other * To allow pupils to experiment with a range of techniques, using exploration to develop competence | PLTS 2, 4 and 6  ECM 4 and 5  WCD 7  COL Music – Use of sound effects to create atmosphere  PLTS 2, 4 and 6  ECM 4 and 5  WCD 7  COL |