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| **Year 7. Key Stage 3 Drama.****Unit 3. How can I further develop my drama skills and processes into a structured final performance using the idea of time travel as my stimulus?** |
| **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 more developed overview of the basic drama skills and techniques learnt in Units one and two. They will have developed conceptual knowledge and understanding about further techniques such as physical theatre and marking the moment. They will have developed dramatic processes and the ability to perform these techniques using historical research, and through their own imaginations of what the future may be like. They will create their own character for the final assessment, therefore developing physical and vocal characterisation skills and an understanding of the characters thoughts, motivations and feelings. 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 identity, technology and media and creative and critical thinking..**Some pupils will not have made so much progress and will:**They will have developed some conceptual knowledge and understanding about the basic drama skills and techniques learnt in units one and two and will start to develop a basic overview of more advanced techniques such as basic physical theatre and marking the moment. They will have developed some dramatic processes and ability to perform these techniques, using historical research, and through their own imaginations of what the future may be like in a basic way. They will begin to create their own characters, thinking about the characters thoughts, feelings and motivations on a basic level. 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 identity, technology and media and creative and critical thinking.**Some pupils will have progressed further and will:**Have developed a sophisticated and confident understanding of the drama skills and techniques carried over from Unit one and two. They will have developed deep conceptual knowledge and understanding about a range of more advanced techniques such as physical theatre, marking the moment and working in the role of the director. They will have developed dramatic enquiry skills and the ability to perform these effectively and creatively using historical research, and through their own imaginations of what the future may be like. They will have developed well thought out and detailed characters, developing characterisation skills using the five elements of character acting and an advanced understanding of the characters thoughts, motivations and feelings. . 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 identity, technology and media and creative and critical thinking.Homework’10 items you think will exist in the future, that do not exist now’Research your favourite period in history and present on A3 paper2 x written focusing on drama vocabulary | **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)** History – Researching periods within historyDesign Technology – Designing and presenting ideas for time machines and futuristic objectsMedia – Creating a news reelDance – Using physical theatre to create movement in the time machine to musicFinal Assessment – As part of their final assessment students will be producing a devised piece based on the title ‘Thomas Tallis 100 yrs in the future’ This will be a longer length piece featuring a combination of scenes and the creation of a character physically and vocally |
| **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**Time machine music Evaluation forms –WWW/EBI Cue Cards Scene Structure sheet Flip Cameras |

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| **Year 7. Key Stage 3 Drama.****Unit 3. How can I further develop my drama skills and processes into a structured final performance using the idea of time travel as my stimulus?** |
| Enquiry questions, concepts and processes | **Teaching activities** | **Learning outcomes** | **CCF and COL** |
| Lesson One* What is a newsreel? What elements help to create a newsreel? What do you know about key events that have happened in history? What events do you think will be important in the future? How can we get information across to our audience in both an interesting and entertaining way?

**DC 1, 2, 3 and 4****DP 1,2, 3 and 4****APP Response A, Development A, Development E**Lesson Two* What objects will have been invented in the future to help us with our daily lives? What makes an effective mime? What makes an effective still image?

**DC 1, 2 and 4****DP 1,2 and 4****APP Development B** | * As a class create a list on the board of famous/key events from around the world:

World begun – 20002000 – 2010The Future* Discuss what is a newsreel? What different segments create a newsreel, e.g. weather report, jingle, travel news etc.
* Using one event from each section students to work in groups to create their own newsreel telling news of the three key events
* Spotlight/film and evaluate
* Refer back to APP Focus

H/W; 10 items you think will exist in the future* Share H/W ideas in small groups. Choose 3 objects and create 3 mimes, which show the students using the objects in the future. Students perform and class guess objects.
* Students to create still images of different locations – 100ys in the past and 100yrs in the future. E.G school, park, hospital, shopping centre
* Bring one futuristic freeze frame to life as a mime. How are they going to show it is set in the future?
* Refer back to APP Focus
 | * To recap on the skills of teamwork, cooperation and listening skills
* To allow students to explore a range of drama techniques
* To allow pupils to think about and explore the media genre
* To work on the skills of team work, focus and cooperation
* To work on the skills of focus and concentration in individual task
* To allow students to create both individual and group still images as part of a team, using critical understanding to develop and feedback on work
 | PLTS 2, 4 and 6ECM 4 and 5WCD 1, 2, 5, 6 and 7 COL Media – creating a news reel and using technology to evaluate workPLTS 2, 4 and 6ECM 4 and 5WCD 4, 6 and 7 COL Design technology – Inventing future items |
| Lesson Three* How can we use people as props and what makes it effective? How can we use physical theatre, movement and sound to create abstract theatre?

**DC 1,2 and 4****DP 1,2 and 4****APP Development C**Lesson Four* How can we use physical theatre, movement and sound to create abstract theatre? How can we use historical facts and stories within our drama?

**DC 1,2,3 and 4****DP 1,2,3 and 4** **APP Development C, Response B** | * Students to work in groups to create the time machine using people as props. Add movement and sound. Spotlight and perform
* Students to present their time machine to the class using the nutty professor as a narrator who will present and demonstrate the time machine (push higher ability students to take on narrator role and direct piece)
* Students to work pairs to use each others time machine whilst the rest of the group is creating it using People as props – Watch an evaluate
* Refer back to APP Focus

H/W: Research favourite period in history ready to present to the class next week* Group students according to period of history researched for H/W. Students to present findings to class briefly
* Students to use mime, slow motion, and still image to create the journey in the time machine. Piece will be performed to music and music will be used as a stimulus to guide work. Piece to end on freezeof reactions when they open the time machine door
* Perform as a whole class group and evaluate
* Refer back to APP Focus
 | * To allow pupils to experiment with the movement of their bodies creatively and imaginatively, using exploration to develop competence
* To allow students to think critically about the work through the role of a director.
* To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective
* To build on the new skill of physical theatre using exploration to develop competence.
* To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective
* To develop an abstract method of narration through dramatic exploration
 | PLTS 2, 3, 4 and 6ECM 4 and 5WCD 7COL Dance – Use of physical theatre, Design technology – pitching and presenting a new productPLTS 2, 3, 4 and 6ECM 4 and 5WCD 7COL Dance/music – Physical Theatre to music |
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| Lesson Five* What is marking the moment? Why is marking the moment used in a drama piece? How can I use it within my scene to show something important happening to the audience

**DC 1, 2, and 4****DP 1, 2 and 4****APP Development C, Evaluation B** | * Recap final freeze from last lesson of reactions when they open the time machine door.
* Bring scene to life. Mark the moment at two key points in the scene using a minimum of two different techniques
* Film using flip camera’s
* Show and evaluate using WWW, EBI
* Refer back to APP focus
 | * To allow pupils to mark the moment effectively using as range of skills as part of a team, using critical understanding to develop and feedback on work
* To allow pupils to experiment with techniques, using exploration to develop competence.
* To reflect on work and improve.
 | PLTS 2, 4 and 6ECM 4 and 5WCD 7COL |
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| Lesson Six – Eight* Final Assessment lesson. What will Thomas Tallis be like 100 yrs in the future? How can I use drama techniques and skills to show the audience I am in the future?

**DC 1,2,3 and 4****DP 1,2, and 4****APP Response D, Development E, Evaluation B, E** | * Students to create a final assessment piece entitled ‘Thomas tallis 100 yrs in the future’
* Students to begin thought showering ideas foe the future, e.g. food/drink, school subjects, school building, social activities etc.
* Students to create a timeline of scenes using still image and narration
* Bring to life and rehearse
* Perform and evaluate
* Evaluate using APP levels
 | * To allow pupils to work on skills such as team work, cooperation and listening to each other over a prolonged period of time
* To allow pupils to create an effective piece of role play as part of a team, using critical understanding to develop and feedback on use of physicality to portray emotion
* To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective
* To allow students to use multimedia technology as part of their practical work and also for evaluation
 | PLTS 2, 3, 4 5 and 6ECM 4 and 5WCD 2, 6 and 7 COL History – Thinking about the past and the future |
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