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| **Year 8. Key Stage 3 Drama.**  **Unit 3.**  **How can I further develop my drama skills and processes through exploring issues based around people who runaway from home and live on the streets.** | | |
| **Drama Key Concepts and processes**  **1 Concepts**  **1** Dramatic competence and communication, **2** Critical understanding,  **3** Cultural, ethnic and religious diversity, **4** Creativity. 5 technical /filming insight and capability  **2 Processes**  **1** Dramatic exploration and reflection,  **2** Critical thinking around representations and interpretations, **3** Documenting evidence,  **4** Developing relationships and working with others.  5 empathising with character and the key issue being explored. | **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 working in role and working spontaneously. 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 should also be able to empathise with key characters created and the issues explored.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 be accomplished at performing a monologue and will be skilled at incorporating technical shots when exploring the media unit within the scheme of work. 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: Research facts and statistics on Homelessness and runaways, A diary entry.Filming the docu/drama,Research what a monologue is and find an example. | **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 –  **English –researching monologues**  **Media –researching the Docu/ Drama genre.**  **Media filming the docu/Drama needing to investigate the impact of certain film shots.** |
| **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 * Forum theatre | **Resources**  **.Fact Sheets about The Homeless**  **Case studies of homeless people**  **Lyrics from ‘she’s leaving Home’** |

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| **Year 8. Key Stage 3 Drama.**  **Unit 1.** | | | |
| Enquiry questions, concepts and processes | **Teaching activities** | **Learning outcomes** | **CCF and COL** |
| Lesson One   * What do we know about young people who run away from home.Why do they do this?Where might they go?   APP RA.B,C,D  D B,E  E.C,  LessonTwo  What happens when people decide to run away from Home?  APP  RA,B,C  DA,B,C,D  E A,B | * In pairs with note books to list why young people and older people run away from home. To list the 5 most common reasons .Share these ideas and open this out to a broader discussion within the class. * In different pairs get students to share and possibly write down experiences of someone who they might know that has run away ( or threatened to) run away from home. * Still in pairs (possibly change the pairs ) give them 3-5 of the real examples of the back grounds of people who have run away from home .(resource one). Emphasise that these are genuine examples and some of these people are still missing . * Each pair should choose a case study that they have just read and Hot seat each other one as the character one who will ask the questions eg. Why did you run away to? were did you go to on the first night ?Where are you now? What do you do about shelter food etc? * Let students prepare these hot seats then show them to the rest of the group .Like an interview or you might want to do the Hot seating in bigger groups. * Plenary .What have they discovered about people who run away from home.   Homework: Research facts and statistics about the problems of homelessness and runaways. Use the National missing persons helpline website.  As a class to share research from homework done ( fact sheet to help them on their way) resource 2.  In groups of about 4-6 students they will write down in their books 5 key moments .  1.Why their character decides to run away from home .  2.Where do they go the first night away from home.  3.10 days later.  4.Why do they choose not to return back home.  They will then devise 5 still images around these key moments.I always start off seeing these at least twice before starting to develop them in to short scenes .  They should select from the techniques below and place at least one of them in each scene.  Thought tracking,still image,slow motion, voice over ,mime.  Show and evaluate putting emphasis on the impact of using specific techniques in each scene. | * To get a derivative list that can be used to inform a larger group discussion and can be used as a resource for future Drama.     To enable the students to connect the experience to their own world so at to make the Drama more real.  To enable students to use research materials to impact their Drama.  To enable students to explore and develop a character using both research materials and imagination  To use team work to develop critical understanding and feed back on their work.  To develop a depth of research to the drama that they are going to create.  To start to develop plot and development of key characters.  To allow students to utilise certain Drama techniques effectively for maximum impact. | PLTS 1,2,4,6,  ECM 1,2,5  WCD 2,7  COL sociology  PLTS 1,2,3,4,5,6,  ECM 4,51  WCD 7,2,3  COL |
| Lesson Three   * How can the medium of TV give us insight into the world of the Runaway?   DC  DP  APP R A,B,C,D,  D A,B,C,  Lesson Four  How can the use of the camera put a certain slant on a narrative?  DC  DP  APP R A B  D A B C E  E A,B. | * Teacher explains that they are going to put their work so far into a docu/drama.As a group get them to get to list the kind of things that they will need in this format;Titles,music,voice over,interviews,reconstructions ,flashbacks,facts and any others that they can come up with.You can also mention Direct address , when the interviewer comes up to the camera. * Ask the students to use the work that they have produced so far , such as the interviews ,the improvisations, the still images etc. * Place them in groups of 6 max.They then have to start putting the film together and to put their scenes under the following captions;   The first night away from home.  Later.  Friend or foe.  Ten days later .  And any other suggestions made from them.  Get them to possibly do a story board which expand s the tiles and develops the plot.This could be a Homework activity. They can also put in camera shots on the story board.  They can start rehearsing these scenes.  Most of this lesson will be taken up with students rehearsing and filming the work . Teacher will need to get hold of 5 Flip cameras and give a brief inset on how they are used . Talk about playing to the camera and how they can use the camera to create a certain audience response . | * To make students aware of this genre of TV reporting and how they can make it happen using Drama formats.   To enable students to place previous work into a more developed structure.  To enable students to structure work that lets them develop a narrative through the genre being explored.  To allow students to visualise /plan the structure and narrative of their Docu/Drama.  To develop students understanding of how the combination of the use of camera and the Drama can create a certain impact | PLTS 1,2,3,4,6,  ECM 4,5,  WCD 1,2,6,  COL media  PLTS 1,2,3,4,6,  ECM 4,5,  WCD 1,2,6,7,  COL media |
|  | * Ensure that key Drama techniques are in the scenes as used previously. * If necessary one camera might have to be used to film all groups scenes as it might be difficult to get this amount of cameras. It is important that the filmers plan and work with the camera before shooting. |  |  |
| Lesson Five   * How can I improve my cocu Drama through both drama and filmatic techniques.   DC  DP  APP R C  D D  E A,B,C | * To show films and get feed back on:   How all the facts were used.  How convincing were the characters and the plot.  How effectively were the different Drama techniques used.  How did it make them feel as an audience .  What could they have done differently and why? | * To allow students to operate as critical thinkers using key terminology. | PLTS1,2,3,Abig emphasis on this one 5,6  ECM 4,6  WCD 6,7,  COL Media English |
| Lesson six  How cam forum theatre improve the presentation of my work?  DC  DP  APP R A,B ,C,  D A B C D E | * Teacher to demonstrate the use of how forum theatre works using the following method;   Going Home for Christmas.  Choose 4 students and label them Mum ,Dad Brother/Sister and runaway. Narrate the setting-that of Christmas Dinner and the runaway returns . Let it then run as an improvisation. The audience can stop the actions using freeze and suggest lines and improvements and can take over a role .It might be worth experimenting with different members of the cast going to open the door when the runaway knocks on it .  Once this has been demonstrated put students into groups get them to rehearse a little scene under the same heading then put it into the forum theatre model. | * To become active critical thinkers through spontaneous acting and critiquing. | PLTS 1,2,3,4,5,6,  ECM 4.6.  WCD 1,7  COL |
| Lesson Seven   * How can we create a Drama as a whole class using spontaneous improvisation?   DC  DP  APP R A B C D  D B C D E  E C | * Teacher to explain how a whole class improvisation works and the rules that you are going to put around it.EG you could give the students numbers and bring them in to it via the numbers you have designated them. Certain sounds or gestures you make may need them to freeze while you zoom in on certain parts of the action. Everyone has their own rules for these big affairs so follow your instinct. * The title for the improvisation is entitled ‘ Cardboard City’. They are going to recreate a certain day for the inhabitants and the visitors to that place. Some of them will take on the role of the following :   Social worker,Policeman, businessman,parent,charity worker,street sweeper,tourist,journalist, office worker,The rest will be runaways .long term or newly arrived.  Divide the class into 2 halves one the inhabitants who will set up the cardboard city with chairs, blocks tables ,sheets etc. The other half you will number and they will be visitors coming through CC . | * To enable the students to develop their skills to work through spontaneous improvisation as a whole class.   To enable the students to empathise with characters who are in this given situation. | PLTS I,2,3,4,5,6,  ECM 1,4,5,  WCD 1,2,3,7,  COL |
| Lesson 9  How can the lyrics from a song inform a piece of Drama?  DC  DP  AAP R A B C D  D B C D E  E B C  Lesso0n 10  What do I need to consider to create an engaging monologue?  DC  DP  AAP  R A C  E A B C | Run the improvisation. freezing at times to focus on key moments that might occur. You can also draw people out of the improvisation to observe from the side lines and then go back in. Ask many individuals what happened to them on that day ,get them to answer in character. Repeat the activity but swap over the roles,  Plenary  What did the experience feel like both as a Drama activity and as a way of learning about the situation on real life.  Homework: Make a diary entry in character of what happened to you on that day.  Play the song ‘She’s leaving home ‘ by the Beatles, possibly give out a copy of the lyrics (resource 3). In small groups or pairs get them to role play the parents reaction to the runaways disappearance, from the song. You might want to include use of the narrator and thought tracking in to this scene or they might want to do it as a piece of NVC and you play the track as they re-enact it.  To show and evaluate scenes  Homework : To research what a monologue is and to bring an example of a monologue to the next lesson.  Teacher to get students to feed back their findings from Homework.  To get students to do a 2-3 min monologue from either the runaway or the people they have run away from. To be delivered in the dialect of the character and to illustrate something of the subtext or the back story of the character. For example ‘The day I left home was a Wednesday. I ‘specially remember that cos it was Mum’s pay day, and it was takeaway night usually but not that night because…..’  To get students to think about pause ,focus and setting and if there is a silent person present .  Show and evaluate. | To integrate another form of stimulus into the work and draw out the use of NVC and sound track to create an atmospheric piece of Drama.  To allow students to develop their written skills in scripting a short monologue.  To enable students to perform on their own. | PLTS 1,2,3,4.5.6.  ECM 3,4,5  WCD 1.2.3.7.  COL Music .English  PLTS  1.2.3.5.6.  ECM  4,5,  WCD  1.2.7.  COL  English |