|  |
| --- |
| **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 placardsDifferentiated scriptsMelodrama DVDCharacter CardsMelodrama soundtrack CDVictorian Melodrama handout |

|  |
| --- |
| **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?** |
| 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?

DCDPAPP 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  |
|  |  |  |  |
| 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.

DCDPAPP  | * 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 DPAPP  | * 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  |
|  |  |  |  |