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| **Year 8. Key Stage 3 Drama.**  **Unit 1. How can I further develop my drama skills and processes through the story of Darkwood Manor?** | | |
| **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: Be able to create a character and shape a basic plot and play for performance using basic drama techniques.**  **Some pupils will not have made so much progress and will: Be able to create a character with direction and be part of shaping a plot and play for performance.**  **Some pupils will have progressed further and will: Be able to confidently create a character and shape a unique plot and play for performance using a creative application of several drama techniques.**  Homework   * Create a diary entry, video, newspaper article depicting one of the stories * Draw clear suitcase/bag and the contents that reflect their character * Storyboard or script one scene of your plot | **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 – Characters of media reporters and creation of newspaper articles  Media – use of film clips to explore horror genre  Media – Use of Flip camera’s  Final Assessment – As part of their final assessment Students will be creating a full length role play of several scenes exploring the night in the manor |
| **Range and content and Assessment opportunities**   * Q and A in lessons and H/W tasks * End of term written assessment * End of term practical assessment * Self assessment * Peer assessment during individual and group performances * Multimedia evidence during practical assessment * Use of flip camera’s to self and peer assess | **Resources**  **Darkwood Manor poster**  **Extract of ‘scary’ music**  **Urban Myths**  **Police reports from staff at the manor**  **Train station Narration**  **DVD of ‘scary’ clips**  **Evaluation table for video** |

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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   * Setting the context   Exploring the horror genre and aural storytelling.  DC 1,2,3,4.  DP 1,2,4.  APP RA,RB, DA  Lesson Two   * TIR – Setting the context and creation of individual characters.   DC 1,2,3,4  DP 1,2,4.  APP RA,RB | Start with an urban myth (from different cultures.) Explore what made the story scary and how we create dramatic tension/fear.  Students to go into pairs/groups and explore telling their own story or a laminated example. Explore voice, pauses and dramatic pause.  Brief about being in role.  Teacher in role as Lord/Lady Darkwood to set context of story. Communicate the invitation to stay one night at the manor for £1000.  Discuss gardener, maid, butler and local farmer’s accounts of the goings on at the manor.  Students in role as characters and respond and question as part of the whole class drama. (G&T students to be given roles in advance.) Why might character need money. (Economic Wellbeing.) | To allow pupils to think about and begin to explore the horror genre.  To begin to understand the aural skills needed to create atmosphere and build dramatic tension.  .  To develop characters and narrative as part of whole class drama.  To develop interaction and engagement and listening skills as a whole class. | PLTS 1 & 2  ECM 4,5  WCD 7,1  COL English, Geography, RE.  PLTS 1,2,6  ECM 4,5,3  WCD 7  COL English |
| Lesson Three   * To investigate the story and develop characters from within the manor.   DC 1,2,4.  DP 1,2,3,4.  APP DB,DE,EC.  Lesson Four   * To recap and develop individual characters and personal response to the stimulus.   DC 1,2,3,4.  DP 1,2,3,4.  APP RD, DB,DC | In groups of 3, hot seat one of the main characters to try and discover more about the story and situation.  As a whole class, spotlight a few examples to develop improvisation skills.  In the same groups, create a scene that shows one of the stories they have heard.  Spotlight and evaluate. WWW, EBI  HW – Create a diary entry, video, newspaper article depicting one of the stories.  Individual class freezes and thought-tap as character. Character walk around exercise.  Whole class images within the community e.g. local pub, shopping street, doctors, train station.  In small groups, create a scene that takes place somewhere in the community. They need to communicate the Darkwood Manor proposal and their opinions of it.  What are their fears? What are they excited about and what are they going to take with them?  Include at least two drama techniques.  (Thought-tap some responses.) Spotlight and evaluate  H/W Draw a clear suitcase/bag and the contents that reflects personal character. What would they take to the manor and why? | To develop dramatic skills in instant improvisation, mantle of the expert and multi-rolling.  Developing creative enquiry skills through the technique of hot-seating and role-play.  To deepen and experiment with developed characters through physicality and vocality.  To continue to develop the skills of team work, listening and cooperating. | PLTS 1, 2, 3, 4, 6  ECM 4,5  WCD 7, 6  COL English  PLTS 1,2,3,4,6  ECM 4,5  WCD 7  COL English, Art. |
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| Lesson Five  To develop the narrative through the creation of the journey to Darkwood Manor.  DC 1,2,4.  DP 1,2,4.  APP RC, DB, DE. | Communicate the start of the journey to class.  Groups to create three images of arriving at the station, the journey and getting off the train.  Layer the images with sounds/thought-taps/gesture.  In groups, create the physical journey ending in a freeze outside of the manor to highlight reactions.  Spotlight and evaluate. | To allow pupils to experiment with the movement of their bodies creatively and imaginatively, using exploration to develop competence | PLTS 1,2,4,5,6  ECM 4,5  WCD 7  COL English |
| Lesson Six   * To explore through the use of media how horror, tension and atmosphere is built   DC 1,2,4.  DP 1,2,3,4.  APP DD, EB. | Explore the horror clips and fill in evaluation to look at how tension and fear is built. Whole class feedback.  Discussion about how we can create these effects as an actor in the space and technology/set/costume.  Create a Soundscape to reflect what inside the haunted house could sound like. |  | PLTS 1,2,4,5,6  ECM 4,5  WCD 6,7  COL Media, English, Music. |
| Lesson Seven   * To develop a structured scene that explores the entrance to the manor * To think about an audiences first impressions on a character   DC 1,2,3,4.  DP 1,2,3,4.  APP EB, EC,  Lesson Eight | Create freeze frame to show reaction of characters on seeing the manor.  Spontaneously improvise first 20 seconds of entering the manor to atmospheric music. Spotlight examples and evaluate impact on audience.  Create a scene that explores what happens as soon as they arrive into the manor. Is anyone there? How are they feeling? What can they see, hear and smell.  Must include at least 4 techniques.  Spotlight and evaluate. WWW, EBI | To allow pupils to experiment with freeze frame  To work on the skills of focus, team work and cooperation  To allow students to watch and evaluate the work of others in order to understand how to make it look visually effective. | PLTS 1,2,4,5,6  ECM 4,5  WCD 7  COL Music & English |
| * To begin devising the final assessment including several scenes exploring the night in the manor.   DC 1,2,4.  DP 1,2,3,4.  APP DA,DB  Lesson Nine   * To continue to devise the final assessment including several scenes exploring the night in the manor   DC 1,2,4.  DP 1,2,4.  APP EB,DE.  Lesson Ten   * To continue devising the final assessment including several scenes exploring the night in the manor   DC 1,2,4.  DP 1,2,3,4.  APP RB,RC.  Lesson Eleven/Twelve/Thirteen   * To continue devising the final assessment including several scenes exploring the night in the manor   DC 1,2,4.  DP 1,2,3,4.  APP DE, EC | In assessment groups create a floor plan of the manor and draw on sugar paper. Think about what rooms might be in the house.  Flip and evaluate.  Groups to brainstorm five key moments that will happen in their play. The aim is to build tension. How are you going to mark these moments?  H/W Storyboard or script one scene of your plot. This could be created online/script recorded as audio.  Groups to bring key moments to life using different techniques for each one.  Spotlight and evaluate.  Begin to develop your scenes.  Develop scenes independently as a group.  Recap scenes so far and develop further. Spotlight and give feedback. Groups can use flips to improve scenes during process.  Rehearsal and assessment of process.  Final rehearsal and performance of assessment pieces. Flip recorded for peer assessment in the next lesson.  Students are assessed on performance at this stage.  Watch assessment pieces back and evaluate each other in assessment grid. Feedback responses.  Self assess on APP. | To continue to develop the skills of team-work, cooperation and listening to each other.  To allow pupils to explore using a range of techniques using exploration to develop competence.  To develop the use of the drama techniques of soundscape and marking the moment.  To develop the use of the drama techniques of marking the moment  To reflect on work and improve through peer assessment.  To continue to develop the skills of team-work, cooperation and listening to each other.  To allow pupils to explore using a range of techniques using exploration to develop competence  To continue to develop the skills of team-work, cooperation and listening to each other.  To allow pupils to explore using a range of techniques using exploration to develop competence  To develop both peer and self-evaluation skills in written response and through discussion. | PLTS 1, 2,4,6  ECM 4,5  WCD 7,6  COL, Art, Media.  PLTS 1,2,4,5,6  ECM 4,5  WCD 7  COL English  PLTS 1,2,4,5,6  ECM 4,5  WCD 7,6  COL Media, English  PLTS 1,2,4,5,6  ECM 4,5  WCD 7  COL Media, English. |