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| **Year 7. Key Stage 3 Drama.**  **Unit 2. How can I further develop my drama skills and processes using Charlie and the chocolate factory as a 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 Unit one. They will have developed conceptual knowledge and understanding about further techniques such as Thought Tapping, hot seating. They will have developed dramatic processes and the ability to perform these techniques within the framework of the characters and storyline of Charlie and the chocolate factory, therefore developing 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 and will start to develop a basic overview of more advanced techniques such as thought tapping and hot seating. They will have developed some dramatic processes and ability to perform these techniques, within the framework of the characters and storyline of Charlie and the chocolate factory 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 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. They will have developed deep conceptual knowledge and understanding about a range of more advanced techniques such as hot seating and physical theatre. They will have developed dramatic enquiry skills and the ability to perform these effectively and creatively within the framework of the characters and storyline of Charlie and the chocolate factory, therefore 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  Role on the wall of characters  Designing and creating a golden ticket  Design a new product for Wonka’s factory  2 x Written focusing on use of 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)**  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 music, sound effects, rhythm/pitch/pace in soundscapes  Dance – use of movement and shape  Music – Use of rhythm and interpretation of music  Product design – designing their product  Art and design – advertising their product  Maths – pricing of their product  Final Assessment – As part of their final assessment students will be producing a short presentation 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**  **‘**Charlie and the chocolate factory’ Novel extracts  **‘**Charlie and the chocolate factory’ DVD  Film analysis help sheet  Character role on the wall  Evaluation sheets WWW/EBI  Laminate character pictures |

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| **Year 7. Key Stage 3 Drama.**  **Unit 2. Charlie and the chocolate factory** | | | |
| Enquiry questions, concepts and processes Lesson One   * What skills did we learn in Unit one? How can we use these skills effectively?   Lesson Two | **Teaching activities**  * Quiz challenge lesson to recap on skills learnt last term in Unit One * Go over levels achieve in Term One and Targets for Term Two | **Learning outcomes**  * To recap on the skills of teamwork, cooperation and listening skills * To allow students to explore a range of drama techniques | **CCF and COL**  PLTS 1,2,4,5 and 6  ECM 4 and 5  WCD 1 and 7  **COL** |
| * Who are the key characters in Charlie and the chocolate factory? What motivates them? How do they feel? What are the relationships in the story like? * What makes a good still image? * How can we show characterisation and relationships through still image?   **C1,2,4**  **P1,2,3,4**  **APP Response A** | * Discover students prior knowledge of story and characters using character laminates * Watch opening of film and complete character analysis sheet for the bucket Family * Students to work in groups to create a Role on the wall for each character * Students to create individual tableau of the central characters and group tableau of the bucket family. Focus is on portraying characters emotions. Moulding and improving on work where possible * Refer back to APP Focus   H/W Create a role on the wall for a character of your choice | * To allow students to explore character at a basic level in both written and practical format * 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 1,2,4,5 and 6  ECM 4 and 5  WCD 1 and 7  COL English – Narrative and characters, Media – Analysis of video |
| Lesson Three   * What is hot seating? How can hot seating be effective in drama? How can we use hot seating to aid characterisation? * What is role-play? How can we show in a role-play the emotions the characters from Charlie and the chocolate factory are feeling?   **C1,2,4**  **P1,2,4**  **APP Response C**  Lesson Four | * Students to hot seat the character of Charlie Bucket before and after he receives his birthday gift. * Students to watch clip of film for appropriate scene * Students to use role play to recreate the scene where Charlie and Grandpa Joe open the second bar of chocolate. Focus is on showing reaction and emotions. * Refer back to APP Focus | * To work on the skills of team work, focus and cooperation * To introduce the technique of hot seating and how it can be used to explore character, using exploration to develop competence. * 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 | PLTS 1,2,3,4 and 6  ECM 4 and 5  WCD 1 and 7  COL English – Narrative, characters and themes from a novel |
| * How can we change our physical/vocal characterisation to show different characters from the story using the five elements of character acting? * How is a scene off the Television different to one off stage? How can we show the difference when we are acting?   **C1,2,4**  **P1,2,4**  **PPA Development E, Evaluation B** | * Students to work individually to physicalise the characters using gesture, posture, movement, voice, facial expression. Spotlight examples and thought tap * Students to work in groups to devise their own version of the scene where Charlie finds the golden ticket. Still image and thought tapping to be used within the scenes – Use extract from book as stimulus * Students to work as a whole class or small groups to create a improvisation based on a TV interview with Charlie. Improvisation to be filmed by one student and watched back by class for evaluation using flip camera’s. Students to evaluate other groups using WWW/EBI worksheet * Refer back to APP Focus   H/W Create your own golden ticket | * To allow students to experiment with the movement of their bodies and the use of their voice to portray different characters * To work on the skills of team work, cooperation and listening to each other * To allow students to use multimedia technology as part of their practical work and also for evaluation | PLTS 2,3,4,5 and 6  ECM 4 and 5  WCD 1, 6 and 7  COL English – Use of character, Media – Comparison of elements of TV/Stage |
| Lesson Five   * What is a soundscape? How can we create an effective soundscape? * How can we create a soundscape to show the atmosphere in the factory?   **C1,2,4**  **P1,2,4**  **APP Response D, Development B** | * Students to work in groups to develop a 1-2 minute soundscape of the atmosphere in the factory. Show and evaluate. Return and improve work * Students to create their own language for the oompah, loompah characters. * Refer back to APP focus   H/W Design a new product for Wonka’s Factory | * To introduce the skills of team work, cooperation, listening to each other and focus * To allow students to build on skills learnt in term One using technique ‘soundscape’ * To reflect on work and improve. | PLTS 2,3,4 and 6  ECM 4 and 5  WCD 1 and 7  COL Music – Use of music, sound effects, rhythm/pitch/pace in soundscapes |
| Lesson Six   * What is physical theatre? How can we create an effective piece of physical theatre?   **C1,2,4**  **P1,2,4**  **APP Response B, Development B** | * Students to share H/W designs in groups and come up with a new joint project to pitch to Willy Wonk * Students to work in groups to create an essence machine using sound and movement that is able to create a new product for Wonka’s factory. Spotlight and evaluate. Students to feedback WWW, EBI * Refer back to APP Focus | * To introduce a 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 allow students think critically about the work through the role of a director | PLTS 2,3,4, and 6  ECM 4 and 5  WCD 1 and 7  COL Dance – use of movement and shape, music – Use of rhythm and interpretation of music |
| Lesson Seven   * How would you create a new product for the chocolate factory? What would you need to think about when creating your new product, e.g. target audience, cost, packaging etc?   **C1,2,4**  **P1,2,3,4**  **APP DevelopmentA** | * Students to work on a task to develop produce and advertise a new product to be made in the factory. Each group will pitch it to the class in the style of Dragons Den and teacher will chose a winner. LSA will work as TIR as Willy Wonka * Students will need to create a presentation for pitching their product that will be performed to class * Refer back to App Focus | * To allow students to really work on a range of group skills such as team work, cooperation and listening to each other * To allow students to implement skills learnt in other lessons, such as product design, art and design, maths * To introduce presentational skills to the students | PLTS 2,3,4, and 6  ECM 3,4 and 5  WCD 1,4,6 and 7  COL Product design – designing their product, art and design – advertising their product maths – pricing of their product |
| Lesson Eight/Nine   * What is a TV advert? What features make a TV advert successful and memorable?   **C1,2,4**  **P1,2,3,4**  **APP Development E, Evaluation C** | * Students to work in groups to create a live TV ad for their product. Performances will be recorded on flip cameras and watched for self evaluation using APP framework | * To continue to work on the skills of team work, cooperation and listening to each other * To use the media to aid their work * To allow students to use multimedia technology as part of their practical work and also for evaluation | PLTS 2,3,4 and 6  ECM 4 and 5  WCD 1,4,6 and 7  COL Product design – designing their product, art and design – advertising their product maths – pricing of their product |