

The Chantry: Parent Curriculum Module Information Plan

Subject: Drama	Module: Script work "The Terrible Fate of Humpty Dumpty"	Cycle 2	Duration: 12 weeks
<p><b>Skills and concepts to be developed and assessed (linking to identified AOs)</b></p> <p>Introduction of script work using "The Terrible Fate of Humpty Dumpty". Students will use the key characters and storyline to create their own interpretations.</p> <p>Creating: to be able to recognize the importance of stage direction and how these can be used when producing performance work. To be able to create their own interpretation of role and to stage their own given scene.</p> <p>Performing to an audience with the ability to demonstrate their knowledge and understanding of the key characters, issues and the playwright's intentions. Make use of effective performance skills.</p> <p>Responding: to be able to offer effective feedback to peers as well as the evaluation of their own skills.</p> <p>Developing the ability to work as a team to achieve a final outcome through adopting the attributes of trust, respect, communication and cooperation.</p> <p><b>Factual knowledge to be taught and assessed (including subject specific vocabulary).</b></p> <p>Text Playwright and their intentions Stage directions</p>	<p><b>Formative Assessment/key piece of work prior to end of unit:</b></p> <p>Every lesson the student will be expected to work as a confident group member that contributes to the creating process.</p> <p>Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.</p> <p>Peers will offer Kind, Specific and Helpful comments upon which others can build.</p>	<p><b>Building Retention: What prior learning must be built upon/revisited and how will it be assessed?</b></p> <p>Students will build upon their prior learning of key performance skills and important dramatic techniques. These will again be used throughout the module and constantly referred to and addressed in order to improve quality of performance and appreciation of the skill/technique. These skills and use of techniques will be used more effectively in future performance work as students become more confident with them and gain more experience using these vital tools in performance work.</p>	
		<p><b>Spelling-Punctuation-Grammar</b> <b>How will you promote high standards within this module?</b></p> <p>Through verbal communication, there is an expectation that all pupils will speak fluently, concisely and in coherent utterances when expressing an idea or opinion, both in class and group discussion.</p> <p>Pupils are expected to speak in Standard English during class discussions</p>	

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<p>Style of performance: naturalistic Characterisation and interpretation of role Role on the wall Stereotypes Flashback Hot seating Tension and climax Interrogation: good cop/bad cop Performance skills; facial expressions, body language, physicality/movement. Use of voice; volume, tone, pitch and pace. Blocking, staging, levels, audience awareness.</p>	<p><b>Summative Assessment</b> All groups will perform their given scene from the play, they must learn their lines and perform in a 'polished performance' for a final assessment.</p> <p>Each student must also contribute to the evaluation of their own work and others.</p>	<p><b>Link forward: where next for the learning?</b></p> <p>Students will continue to develop their performance skills through the study of Commedia del'Arte, learning about genre of performance.</p>
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