

Subject: Drama	Module: Murder Mystery. Charlotte Dymond	Cycle 2	Duration: 12 weeks
<p>Skills and concepts to be developed and assessed (linking to identified AOs)</p> <p>Students will work collaboratively to solve the murder mystery, based on the ballad of Charlotte Dymond. To do this, students will explore the characters and story through the use of dramatic techniques.</p> <p>Creating: students will use the provided information to come to their own conclusions regarding the murder case of Charlotte Dymond. Together they will work as detectives and unfold the mystery through the use of dramatic techniques.</p> <p>Performing: students will take on the key characters and develop their own interpretations resulting in performance material that move the drama forward.</p> <p>Responding: students will have to use their imaginations and will be expected to problem solve as individuals and as group members. They will be observed in their responses in and out of role.</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>Formative Assessment/key piece of work prior to end of unit:</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>Building Retention: What prior learning must be built upon/revisited and how will it be assessed?</p> <p>In Y7 pupils were introduced to key performance skills, dramatic techniques and character interpretation, it is expected that students will build upon their prior learning of these skills and techniques through the story/ballad of Charlotte Dymond.</p> <p>Students will be assessed on their use of performance skills as well as their creating skills through the devising process when producing role plays based on given information/stimuli.</p>	
		<p>Spelling-Punctuation-Grammar</p> <p>How will you promote high standards within this module?</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>	

Factual knowledge to be taught and assessed (including subject specific vocabulary).	Summative Assessment	Link forward: where next for the learning?
<p>Teacher in role Conscious alley Style of performance: naturalistic Characterisation and interpretation of role Flashback Hot seating Interrogation: good cop/bad cop Dramatic tension, suspense, climax, cliffhanger Secrets and lies, suspicion Motivations Performance skills; facial expressions, body language, physicality/movement. Use of voice; volume, tone, pitch and pace. Blocking, staging, levels, audience awareness.</p>	<p>All groups will perform their finished piece demonstrating all of the skills taught giving the sense of 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>Students to broaden knowledge, understanding and skills of script work using the play 'Our Day Out' by Willy Russell. Students will explore key characters and themes presented in the play.</p>