

<b>Subject</b>	Drama
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	An introduction to Drama

### Skills and concepts to be developed and assessed (linking to identified AOs)

Students are introduced to using their body as a tool through the use of key performance skills. The importance of 'acting is all about reacting' is highlighted and addressed throughout the cycle. They will also be introduced to the core dramatic techniques used in drama and explore their uses and importance through the creation of drama material.

**Creating:** students will work together in order to create performance work with a specific focus on the use of performance skills and dramatic techniques. They will need to support one another, begin to build their trust and respect as individuals and performers to be able to work productively in lessons.

**Performing:** to an audience with confidence, plausibility through a commitment to role. Thus creating and maintaining a role to engage an audience using the required performance skills and dramatic techniques effectively.

**Responding:** to be able to respond verbally to work produced from an audience member's point of view, reflecting on its success and any weaknesses. Students will also recognise their own ability and can suggest ways in which the drama work can be improved.

Developing the ability to work as a team to achieve a final outcome through adopting the attributes of trust, respect, communication and cooperation.

### Factual knowledge to be taught (including subject specific vocabulary)

#### Performance skills:

- Facial expression
- Body language/gesture/physicality
- Use of voice: volume, tone, pitch and pace
- Non-verbal communication

- Characterisation/interpretation/relationships
- Audience awareness/staying in role
- Conveying emotions
- Staging of a performance: use of space, levels, blocking

#### Dramatic techniques:

- Freeze frame
- Thought tracking
- Marking the moment
- Cross cutting
- Flashback/flash forward
- Narration

### Formative Assessment/key pieces of work prior to end of unit:

Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

### Summative Assessment

All students will perform, the aim to create a 'polished performance' that has been refined through rehearsal development.

'Application of Skills' and their 'Co-operation and Communication' is monitored throughout the creative process (see threshold).

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

It is a first module, therefore an introduction.

### Spelling-Punctuation-Grammar How will you promote high standards within this module?

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.

Pupils are expected to speak in Standard English during class discussions

### Link forward: where next for the learning?

To build upon this module students will be introduced to a genre of performance, Commedia dell'Arte.

<b>Subject</b>	Drama
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Genre: Commedia de'll'Arte

Exaggeration

Playing to an audience

**Formative Assessment/key pieces of work prior to end of unit:**

Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Creating:** to work effectively as a group member to recall and select information in order to produce performance work of a specific genre/style: Commedia dell'Arte. Students will explore and develop ideas of their own and others.

**Performing:** to an audience with the ability to demonstrate their knowledge and understanding of the key features of Commedia, therefore displaying these features required for effective Commedia e.g. strong physicalisation, use of stock characters.

**Responding:** to be able to recognise the genre/style of Commedia and discuss their own and each other's ideas/performance work with constant reference to the key elements of Commedia and its requirements.

Developing the ability to work as a team to achieve a final outcome through adopting the attributes of trust, respect, communication and cooperation.

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

Genre/style

The history of Commedia dell'Arte

Key features of Commedia dell'Arte:

Stock characters; Zanni, Pantalone, Il Dottore, Il Capitano.

Slapstick comedy

Improvisation; spontaneous improvisation and rehearsed/structured improvisation. Lazzi.

Status

Performance skills, particularly physicality and movement. Characterisation

Interpretation

**Summative Assessment:**

All students will perform, the aim to create a 'polished performance' that has been refined through rehearsal development.

'Application of Skills' and their 'Co-operation and Communication' is monitored throughout the creative process (see threshold).

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

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 refereed to and addressed in order to improve quality of performance and appreciation of the skill/technique. These skills and use of technique 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.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

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.

Pupils are expected to speak in Standard English during class discussions

**Link forward: where next for the learning?**

To build upon this module and previous modules, students will consolidate all learning through the introduction of script work using "The Terrible Fate of Humpty Dumpty".

<b>Subject</b>	Drama
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Script work

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Introduction of script work using “The Terrible Fate of Humpty Dumpty”. Students will use the key characters and storyline to create their own interpretations.

**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.

**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.

**Responding:** to be able to offer effective feedback to peers as well as the evaluation of their own skills.

Developing the ability to work as a team to achieve a final outcome through adopting the attributes of trust, respect, communication and cooperation.

**Factual knowledge to be taught and assessed (including subject specific vocabulary)**

Stage directions, playwrights & intentions

Sub text

Style of performance: naturalistic

Characterisation and interpretation of role

Role on the wall, 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.

**Formative Assessment/key pieces of work prior to end of unit:**

Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment:**

All students will perform, the aim to create a ‘polished performance’ that has been refined through rehearsal development.

‘Application of Skills’ and their ‘Co-operation and Communication’ is monitored throughout the creative process (see threshold).

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

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 refereed to and addressed in order to improve quality of performance and appreciation of the skill/technique. These skills and use of technique 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.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

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.

Pupils are expected to speak in Standard English during class discussions

**Link forward: where next for the learning?**

To build upon this module and previous modules, students will continue to develop their skills in creating, performing and responding at the start of Y8 through the study of the genre, Murder Mystery.