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| Subject | Drama |
| Term | Cycle 1 |
| Duration (approx.) | 12 weeks |
| Module | Murder Mystery Charlotte Dymond |

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

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.

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.

Performing: students will take on the key characters and develop their own interpretations resulting in performance material that move the drama forward.

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.

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)

Style of performance: naturalistic.
 Characterisation and interpretation of role.
 Techniques: teacher in role, conscious alley flashback, hot seating, interrogation: good cop/bad cop.
 Dramatic tension, suspense, climax, cliff hanger.
 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.

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?

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. 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 .

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?

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.

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| Subject | Drama |
| Term | Cycle 2 |
| Duration (approx.) | 12 weeks |
| Module | Script work 'Our Day Out' |

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

Creating: students will work collaboratively to explore the text, key themes and characters in order to produce work for performance. Students will gain insight into the playwright's intentions and use this knowledge to develop their own understanding of character development/interpretation.

Performing: students will produce performance work to explore the key characters, issues and text and are expected to display the appropriate performance skills required for accurate interpretation/character development.

Responding: students are expected to respond individually and as a whole through careful reflection of the knowledge they gain through studying the play 'Our Day Out' in order to develop their grasp of information given and when making choices as an actor. Students will also respond to their own and their peer's performance work through the offering of feedback.

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

Playwright: Willy Russell

Playwright's intentions: themes/issues

Interpreting the text

Style: Naturalism

Characterisation/interpretation of role

Character development/character motivations

Audience impact

Off text devising, using the script

Performance skills; use of voice, physicality and facial expressions, reactions/responses.

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?

Students will continue to develop upon their performance skills and understanding of drama through the exploration and creation of abstract work using J's story/'The Face' as a stimulus.

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| Subject | Drama |
| Term | Cycle 3 |
| Duration (approx.) | 12 weeks |
| Module | Abstract work/ Issue based drama |

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

An introduction to abstract performance work using the story of J and the play 'Face' by Benjamin Zephaniah. Students will use the themes and characters to experience a new style of working in drama through the use of a variety of dramatic techniques whilst exploring issue based work based on teenage worries and problems.

Creating: students will work collaboratively to explore the given stimulus. Students will together problem solve/find ways in which to present their ideas when responding practically through a new style of performance. This scheme will provide them with plenty of opportunity to experience a new way of working whereby students must experiment with existing techniques/skills in order to produce abstract material.

Performing: students will produce a variety of performance work to explore the key themes, characters and text. They are expected to display the appropriate performance skills required for accurate interpretation of style of performance, character development and a deeper/more mature use of dramatic techniques.

Responding: students are expected to respond individually and as a whole through careful reflection when creating abstract work. Students will also respond to their own and their peer's performance work through the offering of feedback when evaluating the success of performance material, making judgments on the effective use of techniques within their work and how this can be further developed.

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

Style: abstract, surreal, symbolic, physical theatre.

Themes: Issue based, teenage worries.

Techniques: Conscience alley, hot seating, thought tracking, devil and angel techniques/ thoughts in the head, flashback/flash forward/ slow motion/sounds turned off.

Dramatic tension: suspense, cliffhanger, climax, anti-climax, dramatic pauses/silences.

Use of music and lighting to add effect/ enhance performance.

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.

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?

Students will continue their learning in Y9 through the introduction of key practitioners; Brecht and Stanislavski.