

Year 8 Drama – Script

Intent	<p>Wider Learning:</p> <p>Students will develop their literacy and script reading skills. They will consider how to creatively interpret a variety of characters creatively, developing on the skills they have previously learnt.</p> <p>Students will develop their transferable skills such as teamwork, communication, listening, leading.</p>	<p>Prior learning:</p> <p>Students have previously completed the topic of Melodrama, demonstrating the conventions of the genre.</p>	<p>Key vocab:</p> <ol style="list-style-type: none"> 1. Still Image 2. Mime 3. Characterisation 4. Stance 5. Gait 6. Audience 7. Aside (breaking the 4th wall) 8. Script 9. Proxemics 	<ol style="list-style-type: none"> 10. PPTVI (Pitch, Pace, Tone, Volume, Inflection) 11. Facial expressions 12. Gestures 13. Eye contact 14. Posture 15. Staging 16. NVC (Non-verbal communication) 	
	<p>The big questions</p> <ol style="list-style-type: none"> 1. How do we read a script? 2. What makes a successful mime? 3. What makes a successful still image? 4. How does breaking the fourth wall impact the audience? 5. How can we communicate a fully rounded character successfully? 				
Implement	<p>Order of learning</p> <p>Lesson 1- Mime, Still Image NVC and PPTVI Using Script 'The Apprentice'</p> <ol style="list-style-type: none"> 1. Class starter miming- things falling from the sky. What makes successful mime? 2. Read through script 'The Apprentice'. 3. In pairs, students create an opening mime sequence to their script, showing two burglars approach a house. 4. Students rehearse their short script 'The Apprentice', with a focus on bringing it to life through mime. Also how to create character through PPTVI. They must include their opening mime sequence. 5. Perform and feedback <p>Lesson 2- Still Image, Mime, Aside (Breaking the 4th wall) Using Script 'Maurice'</p> <ol style="list-style-type: none"> 1. Starter- Students improvise a scene with a doctor/patient using aside. 2. Read through script 'Maurice' 2. In pairs, students rehearse their short script, with a focus on bringing it to life through mime and using aside for comic effect. 1. Perform and feedback <p>Lesson 3- Still Image, Mime, PPTVI, Proxemics Using Script 'Flagging'</p> <ol style="list-style-type: none"> 1. Students improvise a scene of an argument-focus on how to show anger in different ways through PPTVI . 2. Read through script 2. In pairs, students rehearse their short script, with a focus on bringing it to life through mime and using tone for comic effect. Use proxemics to show relationship between characters. 3. Perform and feedback <p>Lesson 4- Still Image, Mime, PPTVI</p> <ol style="list-style-type: none"> 1. Students choose one of the scripts they have explored, to perform for assessment. They rehearse this scene with an aim of being off script for assessment. 2. Perform and feedback in preparation for assessment. <p>Lesson 5- Practical Assessment</p> <ol style="list-style-type: none"> 1. Assessment rehearsal 10mins 2. Perform for assessment <p>Lesson 6- Written Assessment</p> <ol style="list-style-type: none"> 1. Students complete both their self and peer assessment writing. They are referred back to subject specific terminology and the grading criteria. 2. Teacher to feedback and students use purple pen to rewrite and restructure their responses. 			<p>Differentiation</p> <p>Scaffold: Teacher to model drama techniques and skills being used both successfully and unsuccessfully. Students to identify differences.</p> <p>Teacher to model characters in scripts</p> <p>Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson and recap of prior knowledge.</p> <p>Teacher to suggest ideas to aid creativity.</p> <p>Teacher to direct</p> <p>Careful grouping of mixed ability to support</p> <p>Teacher to provide sentence starters and writing frames</p> <p>Stretch:</p> <p>Students to help model higher grade work in mixed ability groups.</p> <p>Semiotics to be used such as lighting changes.</p> <p>Students to consider use of wider drama techniques explored in previous lessons.</p> <p>Stretch and challenge students to analyse further in their written responses.</p>	

Impact	<p>Assessment and homework</p> <ul style="list-style-type: none"> • Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques of Still Image, Mime, Multirole. Embedding the use of drama skills in their performance i.e. facial expression, body language, gestures • Written Assessment assessing use of subject terminology, analysing, and evaluating self and peer work. <p>AO1: create and develop ideas to communicate meaning for theatrical performance. This is formatively assessed through observation of rehearsals, every lesson this is monitored.</p> <p>AO2: apply theatrical skills to realise artistic intentions in a live performance. Formatively assessed during lessons, summative assessment is through a final performance each half term.</p> <p>AO3: demonstrate knowledge and understanding of how drama and theatre is developed and performed. Verbal contributions in lessons / contribution to group work</p> <p>AO4: analyse and evaluate their own work and the work of others. Formative assessment through verbal contributions in lessons, summative through written work in an assessment each half term</p> <p>Homework Half lunch group rehearsal</p>	<p>Feedback</p> <p>Teacher verbal feedback for each group each lesson.</p> <p>Peer and self-assessment of the effectiveness of the drama techniques and skills used.</p>
	<p>Where will this be revisited?</p> <p>At Key Stage 3 Drama is taught on a spiral system whereby Drama Conventions are taught each year and the challenge of these skills increases with each unit. These Conventions are what they are assessed on at Key Stage 3 and 4 (Ao1 – 4 are assessed throughout Key Stage 3). Additionally, within the Drama Schemes of Learning, students learn Social, Cultural, Historical and Political issues using the Drama Conventions to stage them. Drama is taught through 'Process Drama' whereby each lesson, another scene is added until the summative assessment at the end of each half term, and this is self and peer assessed in a written assignment.</p>	