

## Year 7 Drama – Evacuees

<b>Intent</b>	<p><b>Wider Learning:</b> Students will learn the SCHP context of WW2, considering how it was for families to be split during the war.</p> <p>Students will learn how WW2 children entertained themselves.</p> <p>Students will reflect on how life was very different in the city compared to the countryside.</p> <p>Students will develop transferrable skills such as teamwork, communication, listening and confidence.</p>	<p><b>Prior learning:</b> Students have learnt a range of drama techniques in previous SOL, including Physical theatre and cross-cutting.</p>	<p><b>Key vocab:</b> 1. Still image 2. Crosscutting 3. Characterisation 4. PPTVI 5. Mime 6. Physical Theatre 7. Transition 8. Atmosphere 9. Soundscape 10. Audience</p>	11. Facial expression 12. Body language 13. Eye contact 14. Gesture 15. Gait 16. Posture 17. Stance 18. Non-verbal communication
	<p><b>The big questions</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;">           1. What makes an effective crosscut? 2. How can we create atmosphere using physical theatre? 3. What makes an effective mime?         </div> <div style="width: 48%;">           4. How can we create and sustain a 3D character? 5. How can we evoke emotion from the audience? 6. How can we personify objects? 7. How can we communicate a character's age using characterisation skills?         </div> </div>			
<b>Implement</b>	<p><b>Order of learning</b></p> <p><b>Lesson 1- Crosscutting, Mime, PPTVI</b></p> <ol style="list-style-type: none"> <li>1. Introduce the new SOL, Evacuees. What is an evacuee?</li> <li>2. Show clips to give context and to aid questioning <a href="http://www.youtube.com/watch?v=Zr_KY9dxHcQ">http://www.youtube.com/watch?v=Zr_KY9dxHcQ</a> <a href="https://www.youtube.com/watch?v=0SYDBJAwYCI">https://www.youtube.com/watch?v=0SYDBJAwYCI</a></li> <li>3. Introduce and read the government letter to set the scene. Question- how might the parents and children feel?</li> <li>4. Students create a cross-cutting scene to show the parents receiving and discussing the letter and the children playing in another room, they then break the news to the children.</li> <li>5. Perform and feedback</li> </ol> <p><b>Lesson 2- Physical Theatre</b></p> <ol style="list-style-type: none"> <li>1. Starter- in groups, make a Bicycle (pedals, handles, wheels...) Add sound: wind, cars, people...(volume, pace) Add movement: pedals moving, bike swaying...(unison)</li> <li>2. Recap Physical theatre.</li> <li>3. In groups, students create a Physical theatre train. Show the train rattling as it pulls into the station. Consider movement, sound, unison, emotion.</li> <li>4. Transition to characters- Individually all transition from the train to become an evacuee on the train. How may they be feeling?</li> <li>5. Perform and feedback</li> </ol> <p><b>Lesson 3- Physical Theatre</b></p> <ol style="list-style-type: none"> <li>1. Starter- Speed game. 60 secs to get in height order, shoe size, months born in...</li> <li>2. Recap previous lessons, scene 1, transition, scene 2</li> <li>3. Countryside physical theatre- groups to create the countryside. (No animals)</li> <li>4. <a href="#">Goodnight Mr Tom WMV - YouTube</a> Show students clip to give context and ideas for students.</li> <li>5. Groups to create the house they arrive at using physical theatre. Think windows, door, type of house, atmosphere and personification of the house.</li> <li>6. Perform and feedback</li> </ol> <p><b>Lesson 4- Crosscutting</b></p> <ol style="list-style-type: none"> <li>1. Starter- Eyes up, down</li> <li>2. Recap PT transitions- train, countryside, house in groups.</li> <li>3. Meeting new family/ family back home cross cutting scene. What are the new family like? How do the evacuees react? Consider the countryside (what kinds of things are the children doing?)</li> <li>4. Groups cross-cut between the children in the country to the parents back home (what are the parents doing?) Cliff-hanger?</li> <li>5. Perform and feedback</li> </ol> <p><b>Lesson 5- Practical Assessment</b></p> <ol style="list-style-type: none"> <li>1. Starter- 5 still images to recap the performance</li> <li>2. Assessment rehearsal, recap drama techniques, scenes and transitions expected to be demonstrated in assessment.</li> <li>3. 10 minutes to rehearse and put the whole performance together.</li> <li>4. Perform for assessment.</li> </ol> <p><b>Lesson 6- Written Assessment</b></p> <ol style="list-style-type: none"> <li>1. Written assessment peer and self-assessment. Exam conditions.</li> <li>2. Teacher to model an improved written response. Students use purple pen to rewrite and restructure their responses on their Teams Assignment</li> </ol>			<p><b>Differentiation Scaffold:</b> Teacher Demos Suggest and scaffold ideas to students struggling with creative ideas. Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson. Teacher to give success criteria of what makes an effective performance. Sentence starters, structure the performance into steps. Dual coding to help the terminology stick. Exemplars of written evaluations</p> <p><b>Stretch:</b> Students to add in a short mime sequence with sound at the start of the performance. Students to use a wider range of techniques in their group pieces. Students to add in a thought out loud for their characters. Stretch students to use a wider range of drama skills in their characterisation. Students stretched to understand the principles of a successful plot structure. Stretch students to consider sub plot and sub text Students to use semiotics in their assessment Students to develop use of transitions between scenes.</p>

Impact	<p><b>Assessment and homework</b></p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques Cross-cutting, Physical Theatre. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures</li> <li>• Written Assessment assessing use of subject terminology, analysing and evaluating self and peer work.</li> </ul> <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><b>Homework</b> Attend a group rehearsal lunchtime session and work on improvements suggested.</p>	<p><b>Feedback</b></p> <p>Verbal feedback-strengths and areas for improvement each lesson on performance skills.</p> <p>Written feedback- on use of subject terminology and evaluation and analysis skills.</p>
	<p><b>Where will this be revisited?</b></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 assessment.</p>	