

Year 8 Drama HT1 – Genre

Intent	<p>Wider Learning: Students will be introduced genre and the conventions of several types of genre.</p> <p>Students will develop team work, communication, confidence, sharing ideas, listening to others</p>	<p>Prior learning: Students have previously learnt during year 7 drama techniques of Still Image, Mime, Cross cutting, Physical Theatre, Thought out Loud.</p>	<p>Key vocab: 1. Gesture 2. Mime 3. Crosscutting 4. Exaggeration 5. Narration 6. Genre 7. Facial expressions 8. Body language 9. Eye contact 10. PPTVI</p>	<p>11. Stance 12. Voice 13. Physicality 14. Gait 15. Non-Verbal communication</p>
	<p>The big questions</p> <div style="display: flex; justify-content: space-between;"> <div> <p>1. Why do we have genres?</p> <p>2. What is a genre?</p> <p>3. What are the conventions of some popular genres?</p> <p>4. What types of drama techniques can we use in a performance?</p> <p>5. What makes a performance effective?</p> </div> <div> <p>6. How do we create depth of characterisation?</p> <p>7. What is a stereotype?</p> </div> </div>			
Implement	<p>Order of learning</p> <p>Lesson 1- Gesture, Mime, Crosscutting</p> <ol style="list-style-type: none"> Whole class Starter- Why are you late? (Mime) What is Genre? Think pair/share or class discussion -also discuss what are Cave men/woman and their traits Whole class task FREEZE/GO: students move around room and perform as cave people physically and vocally. Focus on NVC and PPTVI. Groups of 4-6. Students use Drama Technique 'Cross-cutting' to perform a typical day in the life of cavemen & cavewomen. Allowed to only use three words, the rest is Mime/Gesture Perform and feedback <p>Lesson 2- Mime, Gesture, Exaggeration</p> <ol style="list-style-type: none"> Grid lock looking at emotions & levels of exaggeration from 1-10 Show a clip of traditional slapstick and class discussion on its conventions Go through the conventions of Slapstick Theatre and its history/context Model comical pratfall and slapstick fighting. Students try this in pairs Students work in groups to create a restaurant scene in the style of Slapstick comedy, ensuring they include all conventions they learnt this lesson Perform and feedback <p>Lesson 3- Still Image and Crosscutting</p> <ol style="list-style-type: none"> Class Discussion: what is the genre Sci-Fi? Students create a series of Still Images showcasing a typical Sci-Fi plot, with 360 degree perspective (potential grade 6) Class read a newspaper article covering an alien invasion Students create a news report covering a UFO spotting using the drama techniques Still Image and Cross cutting Perform and feedback <p>Lesson 4- Narration and Still Image</p> <ol style="list-style-type: none"> Class discussion: what is Narration and what are stereotypes. Discuss typical examples of stereotypes. Students complete a roll on the wall of a stereotype Watch a clip of a soap opera and stereotypical characters within it. Students create an advert for a new soap opera using Still Image and Narration. Focus on communicating stereotypical soap characters. Perform and feedback <p>Lesson 5- Crosscutting, Still Image, Mime ((and any others relevant to the students chosen genre))</p> <ol style="list-style-type: none"> Class Discussion: what genres have we covered so far this h/t? What drama techniques did we focus on for each genre? ASSESSMENT TASK: Students, in groups, choose two genres to perform for assessment. They must use cross cutting as a technique to move between these two genres throughout their performance. They must start and end in a Still Image and use any other techniques in their scenes that we covered during those genres. Perform and feedback. We watch one group perform their assessment piece and feedback on some key improvement points Whole class have another, short rehearsal time to work on this generic feedback. <p>Lesson 6- Assessment</p> <ol style="list-style-type: none"> Starter- Eyes up/down, to focus the students Assessment rehearsal 10mins: recap drama techniques/skills expected to be demonstrated in assessment, Still image, Crosscutting and Mime. Perform for assessment <p>Lesson 7- Written Assessment</p> <ol style="list-style-type: none"> Students complete both their self and peer assessment writing. They are referred back to subject specific terminology and the grading criteria. Refer students to burger format help page, Teacher to feedback and students use purple pen to rewrite and restructure their responses 			<p>Differentiation</p> <p>Scaffold: Teacher to model drama techniques being used both successfully and unsuccessfully. Students to identify differences.</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>Stretch: More able to apply subtext and subplot to their physical theatre opening.</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 Still image, mime and crosscutting. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures • Written Assessment in booklets 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 Formative 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 assessment each half term</p> <p>Homework Attend a group rehearsal lunchtime session and work on improvements suggested.</p>	<p>Feedback 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? 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>	