

Year 7 Drama – Term 1 Introduction to Drama

Intent	<p>Wider Learning:</p> <ul style="list-style-type: none"> Stereotypes Bullying Transferrable skills such as team work, communication, trust, empathy, performing to an audience, leadership, decision making, compromise, creativity, decision making Critical evaluation and analysis Performance techniques used in drama Skills of an actor 	<p>Prior learning:</p> <p>Students only prior knowledge is from clubs or performances at primary school. This can vary widely.</p>	<p>Key vocab:</p> <ol style="list-style-type: none"> Characterisation Body language Movement Non-verbal communication Facial expression Gesture PPPTVI (Pitch, pace, pause, tone, volume, inflection) Levels Mime Still image Thought out loud SST (Subject Specific Terminology)
	<p>The big questions</p> <ol style="list-style-type: none"> What skills do we develop in drama that help us in all areas of our lives? What makes a still image effective? How do we apply this practically? What skills are needed to effectively communicate to the audience in mime? How do we apply these? What are the origins of mime? What is the overall intention for the audience? How is this communicated? Why and how do we use 'thought out loud' in drama? 		
Implement	<p>Order of learning</p> <p>Lesson 1 -Baseline Assessment</p> <ol style="list-style-type: none"> Welcome to drama, rules of the department, footwear, lining up outside, sitting in a circle, effort. Eyes up, eyes down Baseline assessment- in groups of 4/5, perform the three little pigs. 5 minutes to rehearse Groups perform for the teacher to assess their baseline. <p>Lesson 2- Still Image</p> <ol style="list-style-type: none"> Starter- Group students into 4-5, create an image to represent: a student who is having a bad day at school being bullied in the playground What is a still image? Think pair, share Create 5 still images to tell the story of the 3 little pigs Perform and evaluate effectiveness of the still images <p>Lesson 3- Mime</p> <ol style="list-style-type: none"> Starter- things falling from the sky. In pairs students catch something and pass to their partner. What is mime? What makes an effective mime? Think, pair share. Students to create and develop mimes for 10 second transitions between still images Perform and evaluate effective use of mime to communicate the story to the audience <p>Lesson 4- Thought Tracking/Thought out Loud</p> <ol style="list-style-type: none"> Starter- Phrase game. "This is not what I wanted" "Leave her alone" "I can't believe you did that" What is a thought out loud? Think, pair, share Students pick their main character in The Three Little Pigs and create a thought out loud for each of the still images. Perform and evaluate effectiveness of the Thought out Loud <p>Lesson 5- Still Image, Mime, Thought out Loud</p> <ol style="list-style-type: none"> Warm up game, eyes up, eyes down Assessment -Rehearsal. Recap techniques being assessed. In their group, student's run through and improve their performance of The Three Little Pigs. Perform and feedback WWW/EBI <p>Lesson 6- Assessment</p> <ol style="list-style-type: none"> Starter- Go/Stop Characterisation and emotions Assessment Rehearsal Recap drama techniques expected to be demonstrated in assessment 10 minute rehearsal time, rehearse performance of The Three Little Pigs Final assessment performance. <p>Lesson 7- Evaluation and Analysis</p> <ol style="list-style-type: none"> Written assessment using performance criteria template, set as an assignment on Teams. Peer and self-assessment. Exam conditions. Teacher to model exemplar response using terminology. Students use purple pen to rewrite and restructure their responses. 		<p>Differentiation</p> <p>Stretch:</p> <p>Stretch students to use a wider range of drama skills in their characterisation.</p> <p>Exemplars of written evaluations.</p> <p>Stretch students to consider sub plot and sub text</p> <p>Scaffold:</p> <p>Suggest and scaffold ideas, keywords clearly shown. Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson</p> <p>Teacher to scaffold the story into 5 sections for those requiring support. 1. Mummy pig leaves, 2. Pigs decide to build houses of straw, sticks, bricks. 3. Wolf knocks on straw house 4. Wolf knocks of house of sticks 5. Wolf comes down the chimney</p> <p>Teacher to give success criteria of what makes an effective still image/mime/thought out loud</p> <p>Sentence starters, structure the performance into steps. Dual coding to help the terminology stick.</p>

Impact	<p>Assessments Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques Still image, mime and thought out loud. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures</p> <p>Written Assessment assessing use of subject terminology, analysing and evaluating self and peer work.</p> <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 Group rehearsal at lunchtime and work on improvements suggested.</p>	<p>Feedback 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>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 assessment.</p>	