

Year 9 Drama Theatre in Education Autumn Term 2

Intent	Wider Learning: <ul style="list-style-type: none"> Students will learn how to teach young children an important message through use of didactic theatre. Students will develop their transferrable skills of teamwork, listening to others, compromise, negotiation, leadership, confidence. 	Key vocab: <ol style="list-style-type: none"> Didactic theatre Crosscutting Target audience Mark the moment Slow motion Staging Exaggeration Comedic Characterisation Voice (pitch, pace, pause, tone, volume, inflection) Facial expressions Body language Gait Stance
	The big questions <ol style="list-style-type: none"> What is didactic theatre? How can we move to a different location without leaving the stage? What makes cross-cutting effective? What is mark the moment? How can we mark the moment in a performance? How can we use exaggeration for comedic effect? 	

Implement	<p>Order of learning</p> <p>Lesson 1- What is Didactic theatre? What is didactic theatre? Think pair share Read 'Message in a Bottle' script What is the underlying message? Target audience? Examples of where didactic theatre could be used to educate</p> <p>Lesson 2- Cross-cutting Still image of one of characters from the script Bring to life and meet and greet with other characters around the space Recap- what is cross-cutting? Students in groups of 5, rehearse script (second half of page 2) focussing on crosscutting Perform and evaluate</p> <p>Lesson 3- Marking the moment Starter- 5 still images in group to recall the key moments in the text What is mark the moment? How can we mark the moment in a performance? Think pair share Slow motion race- 5 students to race, rest of class to focus on what makes slow motion effective, eye contact, facial expression Rehearse script focusing on how to mark the moment (The section of the children arriving home and getting the drink.) Perform and feedback</p> <p>Lesson 4- What makes effective staging? Starter- Stop/Go What makes effective staging? Think pair share Develop creative ideas for adapting the staging of the script for the opening and ending Perform and feedback</p> <p>Lesson 5- How can we use exaggeration for comedic effect? Exaggerated emotions using physical skills- stop/go. i.e shock, fear, excited, happy, sad, desperate Develop and refine comedic exaggeration of characterisation Final rehearsal time Perform and evaluate</p> <p>Lesson 6- Practical Assessment Recap drama techniques expected to be demonstrated 10 minute rehearsal time Final assessment performance</p> <p>Lesson 7- Written Assessment Self and Peer assessment written evaluation, purple pen reflection</p>	<p>Differentiation</p> <p>Scaffold: Teacher to model drama techniques and skills 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>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>Students to encouraged to use other non-naturalistic techniques inspired by practitioners such as Brecht and Berkoff</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>
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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>	