

Year 7 HT3 Drama- Darkwood Manor

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| Intent | <p>Wider Learning: Students will focus on the genre of thriller, developing creative plots full of suspense and tension.</p> <p>Students will develop collaborative skills to be able to work together in groups, share ideas and listen to the thoughts and ideas of others.</p> | <p>Prior learning: Students have so far learnt the techniques of Still Image, Thought Out Loud, Mime and Physical theatre. They are building their Drama skills of characterisation and plots.</p> | <p>Key vocab:</p> <ol style="list-style-type: none"> 1. Improvisation 2. Characterisation 3. Mime 4. Cross-cutting 5. Physical theatre 6. Plot structure 7. Facial expressions 8. Gait 9. Body language 10. Posture | <ol style="list-style-type: none"> 11. Gestures 12. Eye contact 13. Circles of Attention 14. PPTVI |
| | <p>The big questions</p> <ol style="list-style-type: none"> 1. How can we develop characterisation? 2. What skills do we need to use for mime to be successful? 3. How can we create tension and suspense? 4. What makes an effective cross-cut? 5. How do we stage a performance? 6. How can we make our intentions clear to the audience? 7. How can we transition between scenes? 8. How can we create atmosphere? | | | |
| Implement | <p>Order of learning</p> <p>1. Characterisation and Improvisation Starter- once upon a time... Ask students round the circle to add a sentence to the story. What is Improvisation? Show students the poster for the Darkwood Manor competition. Explain they are all going to meet at the Swan Hotel to gain more information as they have entered the competition to win £5000, if they can spend the whole night there. (They are not allowed to tell anyone they are going!) Circles of attention, characterisation. Why do they want £5000? Still image of character Bring character to life Teacher in role as Mrs Brown, the housekeeper of Darkwood Manor. In character, they meet at the Swan Hotel to gain more information on Darkwood Manor. Using improv, characters ask Mrs Brown questions. Feedback- WWW, EBI</p> <p>2. Improvisation and Mime Starter- pass the present. Recap- what makes a mime effective In pairs, students create a short scene beginning with a mime of them packing at home to leave for DWM. The other person is a relative who finds them packing. They must not disclose where they are going. Perform and feedback</p> <p>3. Physical Theatre Starter- 10 seconds to... name an object and number. Number is the number of students in a group to make the object. Add speeds 1-5 for movement In groups 4-5, students use Physical Theatre to create the entrance to Darkwood Manor. (E.g gate, statues) Add sound and movement to set an atmosphere Perform and feedback</p> <p>4. Cross-cutting Starter- In groups 4-5, create a short scene showing 2 very different types of students at home. What is happening in each home? Discuss- what did you do to show the audience 2 different locations? How can we make 2 locations clear? In groups 4-5, students create a cross-cutting scene in 2 different rooms in the Manor, characters in one room find something suspicious Perform and feedback</p> <p>5. Structure Starter- recap progress so far, what techniques have been used throughout the process of DWM? Scene 1: mime, packing bags, Transition Scene: PT of DWM with sound and movement. Scene 2- crosscutting, 2 rooms, building tension to cliff-hanger Students structure their performance and combine the whole process together, developing based on improvements suggested from feedback. Perform and feedback</p> <p>6. Assessment Focus students onto assessment criteria focusing on techniques being assessed. 10 min rehearsal. Perform for assessment in groups</p> <p>7. Written Assessment 1. Written assessment peer and self-assessment. Exam conditions. 2. Teacher to model an improved written response. Students use purple pen to rewrite and restructure their responses on their Teams Assignment</p> | | | <p>Differentiation</p> <p>Scaffold: Teacher modelling</p> <p>Starter activities to allow a good understanding of the techniques in the lessons.</p> <p>Teacher use of key vocabulary throughout the lesson verbally and written</p> <p>Stretch: Students can create character profiles, role on the wall.</p> <p>Students to develop subtext and sub plot</p> |

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| Impact | <p>Assessment and homework</p> <p>Assessments</p> <p>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> <ul style="list-style-type: none"> • 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</p> <p>Attend a group rehearsal lunchtime session and work on improvements suggested.</p> | <p>Feedback</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>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 assessment.</p> | |