

<b>Subject:</b> Drama	<b>Year 9</b>	<b>Ability</b> Mixed
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Term / Date(s)	Scheme 1	Scheme 2	Scheme 3
<b>Topic</b>	DNA	Macbeth	Devising from a Stimulus
<b>Topic overview</b>	To <b>rehearse, perform and evaluate a scripted piece</b> of theatre from DNA by Dennis Kelly	To <b>rehearse, perform</b> and <b>evaluate</b> sections of scripts from Macbeth by William Shakespeare and modern interpretations.	To use various stimuli to <b>devise</b> a unique piece of theatre and <b>be able to evaluate</b> their own work and the work of peers.
<b>Pupils will learn...</b>			
<b>Components</b>	<p>Students will be able to <b>analyse dialogue</b> and <b>interpret scripts</b> as an actor/director to be able to <b>perform</b> an extract to an audience of their peers.</p> <p>Students will be able to demonstrate their ability to read in role and follow stage directions through their use of <b>characterisation</b>.</p> <p>Students will be able to use a <b>range of vocal</b> (pitch, accent, pause, tone, volume) and <b>physical skills</b> (gesture, body language, facial expressions, proxemics, levels, areas of the stage) to communicate a character different from themselves to an audience of their peers.</p> <p>Students will be able to <b>reflect on their performances and those of others</b>. Commenting directly on communication of ideas, vocal and physical skills and the effectiveness of these within practical work through self and peer evaluation. They will demonstrate this both verbally and through written work.</p>	<p>Students will be able to <b>analyse dialogue</b> and <b>interpret scripts</b> as an actor/director to be able to <b>perform</b> an extract to an audience of their peers.</p> <p>Students will be able to demonstrate an understanding of Shakespearean language</p> <p>Students will be able to use a <b>range of vocal</b> (pitch, accent, pause, tone, volume) and <b>physical skills</b> (gesture, body language, facial expressions, proxemics, levels, areas of the stage) to communicate a character different from themselves to an audience of their peers.</p> <p>Students will be able to <b>reflect on their performances and those of others</b>. Commenting directly on communication of ideas, vocal and physical skills and the effectiveness of these within practical work through self and peer evaluation. They will demonstrate this both verbally and through written work.</p>	<p>Student will be able to <b>analyse a piece of art , music and/or text and infer meaning</b>.</p> <p>Students will be able to share creative ideas and <b>develop a piece of theatre from a stimulus</b>.</p> <p>Students will be able to <b>use techniques (Vocal &amp; physical)</b> from previous schemes in order to create a well-rounded character and developed scene for performance</p> <p>Students will be able to <b>reflect on performances, both their own and of peers</b>, commenting on the communication of their ideas, the use of the stimulus and how they developed their scene. Students will be able to critically analyse their own work and the work of others to enable progress.</p>
<b>What pupils should already know (prior learning components)</b>	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p> <ul style="list-style-type: none"> <li>• Talk in front of others</li> <li>• Presentation skills</li> <li>• Adopting a role</li> </ul> <p>Taken part in the Year 7 (Oracy skill focus) SOL which highlighted basic drama skills. E.G. Still Image, Facial Expression, Body Language, Volume, Tone, Pace, Pause, Soundscape. These skills should be used throughout the topic in Year 8.</p>	<p>Students should have some understanding of the Shakespearean language.</p> <p>Students will also know how to analyse and annotate a script for a specific purpose.</p> <p>Students will have had various Drama schemes in Year 7 &amp; 8 which will have developed various drama techniques</p>	<p>Students should have an understanding of how to evaluate their own and other people’s work.</p> <p>Students should be able to structure a piece of theatre for performance.</p> <p>Students should know the value of thinking outside of the box.</p> <p>Students should be able to draw from previous topic and use skills and knowledge from them in order to create a unique piece of theatre.</p>

	Students will have taken part in the Year 8 (Teamwork focus) SOL based around script writing and creating a piece of work from a stimulus. The conventions of Greek theatre and how to create a chorus		
<b>Transferrable knowledge (skills)</b>	<p>By students exploring the context, purpose and structure of a scripted play, they will then have the skills to develop their own performances through improvisation techniques and devising skills.</p> <p>The ability to work with other students in a group to complete scripted work.</p> <p>The ability to apply knowledge of contextual factors and themes that influence a script (links to KS3 English National Curriculum).</p> <p>For students to be able to evaluate their own work and the work of others through verbal feedback and written evaluation.</p> <p>A developed understanding of how to use and interpret a script.</p>	<p>Students will use knowledge gained from this scheme in their GCSE English lessons in Year 10. Students will know: the plot, the characters &amp; relationships, context and Shakespearean language.</p> <p>Students will work in a variety of groups will allows them to develop teamwork skills.</p> <p>The ability to apply knowledge of contextual factors and themes that influenced Shakespeare as a playwright. (Links to KS3 English National Curriculum).</p> <p>For students to be able to evaluate their own practical work and the practical work of others through verbal feedback and written evaluation.</p> <p>A developed understanding of how to use and interpret a script. Including interpreting stage directions and developing a character.</p>	<p>Students will be able to use the devising topic to help with creative writing tasks in English. Students are often asked to write a piece of prose based on a stimulus.</p> <p>Working in a variety of groups will enable students to learn life skills and be able to transfer those skills into different scenarios.</p> <p>Students should have developed their understanding of how to analyse and evaluate their own and their peers work drawing from drama terminology and their own knowledge.</p>
<b>Key vocabulary pupils will know and learn</b>	Accent, Analyse, Atmosphere, Blocking, Body Language, Character, Cross Cutting, Dialogue, Emotion, Evaluate, Facial Expressions, Gait, Gesture, Improvisation, Levels, Mime, Pace, Pause, Performance, Pitch, Posture, Power, Proxemics, Rehearse, Rhythm, Self-Reflect, Script, Silence, Space, Still Image, Thought track, Tone, Unison, Volume	Shakespearean, Plot, Character, Power, Status, Interpretations, Themes, Script, Context, Facial Expressions, Body Language, Staging, Still Image, Pace, Pitch, Pause, Tone, Evaluate, Analyse.	Devising, Stimulus, Analysis, Depicts, Evaluation, Communication, Power, Imagery, Emotion, Originality, Unique, Contrast, Transitions
<b>Assessment activities</b>	<p>Teacher observations and verbal feedback of student rehearsals and performances.</p> <p>Regular check-ins of students' knowledge of basic skills and techniques through 'Do Now' tasks and plenary activities.</p> <p>Students will complete written tasks throughout the lessons which will be flash marked.</p> <p>Students to complete an end of unit practical &amp; written assessment to reflect on learning and transferable knowledge developed.</p>	<p>Teacher observations and verbal feedback of student rehearsals and performances.</p> <p>Regular check-ins of students' knowledge of basic skills and techniques through 'Do Now' tasks and plenary activities.</p> <p>Students will complete written tasks throughout the lessons which will be flash marked.</p> <p>Students to complete an end of unit practical &amp; written assessment to reflect on learning and transferable knowledge developed.</p>	<p>Teacher observations and verbal feedback of student rehearsals and performances.</p> <p>Regular check-ins of students' knowledge of basic skills and techniques through 'Do Now' tasks and plenary activities.</p> <p>Students will complete written tasks throughout the lessons which will be flash marked.</p> <p>Students to complete an end of unit practical &amp; written assessment to reflect on learning and transferable knowledge developed.</p>
<b>Resources available</b>	<ul style="list-style-type: none"> <li>PowerPoint (Shared Area)</li> <li>Student booklets</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint (Shared Area)</li> <li>Student booklets</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint (Shared Area)</li> <li>Student booklets</li> </ul>
<b>Notes Why this topic is important...</b>	<p>This unit introduces students to working with a contemporary piece of repertoire. Students will use the skills they have started to develop in Year 7 &amp; 8 to practically explore and perform scripted extracts.</p> <p>Students need to build up confidence in sustaining a role throughout a performance and defining characters different from themselves. They also need to retain different drama conventions and be able to apply them to a range of performances, building up their skills and knowledge on what makes an effective performance.</p>	<p>This unit introduces students to a Shakespearean text which they will study in English as part of their GCSE texts.</p> <p>Students are exposed to a contrasting text from the contemporary script of Dennis Kelly's, DNA in the previous topic.</p> <p>Students develop a deeper understanding of the written element for BTEC Performing Arts. Workshop write ups are key for the course and students need to learn how to analyse their own and others' work and use key terminology in their evaluations.</p>	<p>Students are asked in BTEC KS4 to create their own piece of theatre from a brief – Component 3: Responding to a brief. This gives the students whom have elected to take the course an opportunity to experience the task and the structure of the course and also enables those students whom haven't elected to take drama, the opportunity to think outside of the box and create something unique.</p> <p>Students develop a deeper understanding of the written element for BTEC Performing Arts. Workshop write ups are key for the</p>

	<p>This scripted unit will be an opportunity to introduce students to how a script is created to help actors and directors interpret it. They will be introduced to a range of conventions and given the opportunity to explore the purpose, creative intention and key features of the play through a range of different scripted and devised tasks.</p>	<p>This scripted/interpretative unit will be an opportunity to develop students' understanding as to how a script is performed and how to interpret it. Students will look at Shakespeare from a practical perspective and be able to break down preconceived boundaries about the genre.</p>	<p>course and students need to learn how to analyse their own and others' work and use key terminology in their evaluations.</p>
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