



Subject: Drama	Year Group: 7	Unit: DARKWOOD MANOR
Unit objectives: Students will continue to develop their understanding of the key principles of collaborative working in Drama. They will also begin to develop understanding of new drama terminology, mediums and elements to enable them to approach practical drama tasks knowledge and awareness of success criteria. They will develop knowledge and understanding of how to effectively create tension, atmosphere and suspense on stage using a variety of strategies and approaches. They will continue to develop their ability to work successfully as collaborative group workers, honing in on their skills as both performers and directors through a variety of practical tasks.		

Context for study: Students have previously undertaken the 'Introduction to Drama' Scheme of work which introduced them to the basic principles of characterisation, basic drama terminology relating to character, space and staging. They have experienced working collaboratively with others in a practical setting, working as both leaders and team members on practical performance work, as well as taking on the role of directors in key moments. They have developed their understanding of trust through a series of exercises and have performed work back in front of peers. Throughout the first half term they were also asked to offer advice and feedback through peer evaluation. They have explored the T.I.E SOW on bullying making strong connections with PSHE curriculum and exploring how drama can be used as an educative tool. They have undertaken a Pantomime SOW which introduced the basic principles of the genre whilst continuing to embed the key skill required when approaching different drama concepts and processes. This SOW both consolidates and extends the learning gains made so far.
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Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know the meaning of the term **TEACHER IN ROLE** and partake successfully in a T.I.R task.
- To know the term **CHARACTER** and to effectively use the term when reflecting upon performance work in discussion
- To know the terms **PHYSICAL THEATRE** and **BODY PROPPING** and to be able to use these confidently within a short group performance
- To know the meaning of **STILL IMAGE**
- To know the 5 ingredients that make up a successful still image
- To understand the ingredient of an effective ghost story and how these ingredients can be integrated into performance work to communicate meaning to an audience
- To know the term **FACIAL EXPRESSIONS** and be able to apply facial expressions to a role when working in **CHARACTER**
- To know the term **BODY LANGUAGE** and to be able to apply body language to a role when working in character
- To know the term **PROXEMICS** and understand how **LEVELS**, and use of **SPACE** can impact the communication of meaning in a scene and impact audience **SIGHT LINES**
- To know the meaning of the term **SOUNDSCAPE** and understand how it can be used to communicate tension and create atmosphere in performance
- To know the importance of using **FREEZE** effectively when working with **STILL IMAGE**
- To know the meaning of the term **IMPROVISATION**
- To know the meaning of the term **ROLE PLAY** and to effectively use **ROLE PLAY** to explore a scene
- To understand the importance of creating **TENSION** and **ATMOSPHERE** within a dramatic scene

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- To Know how a variety of different techniques such as **PAUSE, CHANGES IN PACE, CHANGES IN VOLUME** can contribute to the creation of tension and suspense within a performance
- To know the term **DEVISING** and to be able to contribute ideas within a group to help to develop a short, devised performance
- To know how **PEER EVALAUTION** can be used to effectively comment upon the work of others to enable them to develop and improve upon their performance work
- To know the term **MARKING THE MOMENT** and to know at least three different strategies that can be used to Mark the Moment in performance
- To know how to clearly communicate character **REACTIONS** in performance
- To know the term **NARRATION** and to be able to include this technique withing performance work
- To know how to use **VOCAL SKILLS** effectively when using **NARRATION** in performance
- To Know the term **POSTURE** and to be able to change posture to portray different characters when working in role
- To know how **MUSIC** can be used within performance to create and communicate meaning and set the **TONE** of a scene for an **AUDIENCE**
- To know how to describe **MUSIC** using subject specific terminology
- To know the meaning of the term **CONSCIENCE ALLEY** and to participate in a conscience alley with the aim of creating tension
- To know the role of a **DIRECTOR** in the making and realisation of a pantomime performance
- To know how to effectively take on a directorial role within group work
- To know how **VOICE** can be used to effectively communicate meaning using the terms **PITCH, PACE, VOUME, DICTION, TONE** and **ACCENT** when speaking about an actors use of voice.
- To know the term **HOT SEATING** and be able to work in role as a character on the hot seat.
- To know the difference between **OPEN** and **CLOSED** questions in order to be able to partake in class **HOTSEATING** effectively

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Students may misunderstand the differences between the strategies of **STILL IMAGE** and **FREEZE FRAME**. This should be clarified regularly through teacher reminders and mini retrieval quizzes.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Practical work and performance will reflect the knowledge and learning gains made so far with the different mediums/elements appearing present in student's drama work.

Students will be heard regularly using subject specific vocabulary as they discuss both their own performance work and the work of their peers.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Teacher taught vocabulary will be regularly tested through teacher led differentiated Q&A sessions allowing take up time before asking students what they can recall from previous lessons

Group work develops students use of oracy, encouraging speaking and listening skills

Peer evaluation assessment opportunities creates opportunities for students to use subject specific vocabulary whilst using speaking and listening/oracy skills

Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons

PowerPoint used throughout lessons as visual literacy aid encouraging reading skills.

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<p>Students will be able to answer mini-quiz questions at the start of each lesson to assess learning gains made</p> <p>Teacher to assess how successfully students are taking on and acting upon developmental feedback given – students should show that they have developed and refined work in light of teacher feedback.</p> <p>Formal assessments to take place within 2 lessons in students perform their scenes in front of the teacher and class. Teacher feedback to be given following this formal assessment</p>	
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