



<b>Subject:</b> Drama	<b>Year Group:</b> 7	<b>Unit:</b> Jabberwocky
<p><b>Unit objectives:</b></p> <p>Students will continue to develop their understanding of the key principles of collaborative working in Drama. They will build upon prior knowledge of key drama vocabulary and will also be introduced to new vocabulary to extend and consolidate their learning. Students will be introduced to key assessment criteria in preparation for an assessed performance which will focus on both vocal and physical performance skills. Peer and self-assessment will be built into lessons to enable students to reflect upon and improve their practice. They will use literacy skills alongside the High 5 reading strategy to explore, analyse and respond to a poem.</p>		
<p><b>Context for study:</b></p> <p>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. They have also studied Harry Potter, exploring basic Drama techniques and have begun to apply them to their work when in the classroom. This SOW both consolidates and extends the learning gains made so far.</p>		

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 how to retrieve and extract information from a poem
- To know the meaning of 'nonsensical' in relation to poetry and literacy
- To know the meaning of **STILL IMAGE** and understand how this can be used to mark key moments in performance
- To know the meaning of **THOUGHT TRACKING** and understand how this can be used to reveal a character's inner monologue
- To know how **PHYSICAL SKILLS** such as **FACIAL EXPRESSIONS, GAIT, BODY LANGUAGE, POSTURE, GESTURE** can be used to communicate character and meaning
- To know skills required to enable successful and effective **REHEARSAL** time
- To know the meaning of **NARRATION** and use narration effectively to clearly convey the plot or narrative of the Jabberwocky poem
- To know how **VOCAL SKILLS** such as **PACE, PITCH, PROJECTION, PAUSE, ACCENT, TONE, EXPRESSION** can be used to communicate character, meaning and emotion effectively on stage
- To know the meaning of **CROSS CUTTING** and understand how this can be used to create contrast and comparison between different moments in a performance
- To know

## The Warriner School Subject Curriculum Map

<ul style="list-style-type: none"> <li>• To know the meaning of <b>ROLE ON THE WALL</b></li> <li>• To know how <b>ROLE ON THE WALL</b> can be used to develop knowledge and understanding of characters</li> <li>• To know the meaning of <b>PHYSICAL THEATRE</b> and the different ways in which this can be used to convey characters objects and items onstage</li> <li>• To know how to use a variety of <b>PHYSICAL SKILLS</b> to create an effective <b>PHYSICAL THEATRE</b> image of a character from The Jabberwocky</li> <li>• To know how to use <b>VOCAL SKILLS</b> and <b>SOUNDSCAPE</b> to enhance and develop <b>PHYSICAL THEATRE</b> character</li> <li>• To know the meaning of <b>HOT SEATING</b> and understand how to use <b>HOT SEATING</b> effectively as both questioner and character to develop and embellish roles for performance</li> <li>• To know how to use <b>NONSENSICLE</b> language and <b>NARRATIVE</b> to write a new piece of poetry with a message</li> <li>• To know how to work as a <b>DIRECTOR</b> as an outside eye giving constructive feedback to shape and develop a performance piece</li> </ul>	
<p><b>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></b></p> <p>Students may need reminding of the definition of different drama vocabulary terms as some have been used more frequently than others. This vocabulary will be built in through retrieval practice, teacher questioning and use of PPT as supportive literacy aid</p>	<p><b>Literacy and Oracy development opportunities:</b>  <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Teacher taught vocabulary will be regularly tested through teacher led differentiated Q&amp;A sessions allowing take up time before asking students what they can recall from previous lessons</p> <p>Group work develops students use of oracy, encouraging speaking and listening skills</p>
<p><b>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></b></p> <p>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.</p> <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 at the end of the half term through a group performance task with verbal teacher IACT feedback given</p>	<p>Peer evaluation assessment opportunities creates opportunities for students to use subject specific vocabulary whilst using speaking and listening/oracy skills</p> <p>Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons</p> <p>PowerPoint used throughout lessons as visual literacy aid encouraging reading skills.</p> <p>Mixed ability group working on poetry writing task</p>