



Subject: Drama	Year Group: 7	Unit: Bully
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Unit objectives:

Students will continue to develop their understanding of the key principles of collaborative working in Drama. They will solidify their understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks with clear knowledge and awareness of success criteria. They will begin to be aware of specific areas in which they can improve and develop their individual drama skills in order to raise their attainment in these areas. This unit aims to enable students to revise and consolidate their knowledge of key drama terminology and strategies.

Context for study:

Students have already studied 'Getting to Know You' an Introduction to Drama scheme of work which was used to introduce and develop students' knowledge of key terminology whilst developing their understanding of how these elements can be embedded within their own drama practice. Through this, they have developed skills in teamwork, cooperation, collaborative working, performance and evaluation through a series of structured exercises. They have also studied Pantomime, considering the key principles of this performance style working together to produce short pantomime performances which they devised themselves using their new knowledge of drama concepts and processes, building in different strategies learned in the first half term to develop their pieces for assessment.

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 terms **STILL IMAGE** and **FREEZE** frames and understand their meaning
- To know the difference between the terms **STILL IMAGE** and **FREEZE FRAMES**
- To know the 5 ingredients for a successful **STILL IMAGE**: Facial expression, body language, stillness, levels and audience viewpoints
- To know how to successfully incorporate **STILL IMAGE** into a devised piece to highlight and mark key moments
- To know the importance of eye contact and focus when creating **STILL IMAGES**
- To know how to use different drama strategies to successfully create creative and interesting transitions between a series of **STILL IMAGES**
- To know the meaning of the terms **BODY LANGUAGE, FACIAL EXPRESSION, POSTURE**, when evaluating the effectiveness of a **STILL IMAGE**.
- To know how to use verbal P.E.E sentences to evaluate the performance work of others successfully
- To know how to use their skills as a reflective practitioner to reflect upon and improve their work in light of teacher/peer feedback.
- To know how to successfully evaluate the work of others looking for areas of success and areas for improvement/refinement
- To know the term **PROXEMICS** and understand how the **PROXEMICS** used within still images can impact the communication of meaning and message
- To know the 4 main types of bullying and be able to describe the meaning of these
- To know the importance of collaborative, cooperative group work in drama
- To be able to **PERFORM** in front of others with a good level of focus and concentration
- To know the importance of sustaining and maintaining character within a performance and the impact that falling out of role can have on the audience experience.
- To know the importance of audience **SIGHTLINES** and know the important role that the use of **SPACE, LEVELS** and **PROXEMICS** plays in this
- To know the term, **CHARACTERISATION**
- To know the term **POSTURE** and understand how it can be used to create character

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- To know the term **GESTURE** and understand how it can be used to build/develop character
- To know the importance of being able to hold **POISE** and **FOCUS** for a short time when in freeze
- To know the meaning of the term **ROLE PLAY**
- To understand the term **SCENE** and to use this term when discussing their own drama work
- To know the term **REHEARSAL** and understand the success criteria for an effective rehearsal
- To know the term **AUDIENCE** and understand the important role they play in drama.
- To know the term **STAGE**
- To know the meaning of the term **THOUGHT TRACKING** and to be able to use this strategy effectively in performance
- To know the meaning of **THOUGHT TUNNEL** and how this can be used to effectively explore a character in drama
- To know how to be able to use voice effectively in performance using key terminology such as **PITCH, TONE, VOLUME, ACCENT, PACE** to describe their own/peers use of voice in performance
- To know the meaning of the word **STIMULUS** and to know how to use a stimulus as a starting point for creating drama
- To know how to work as a **DIRECTOR** offering advice and suggestions when watching the work of peers to help develop and improve the work
- To know the meaning of the term **ATMOSPHERE**
- To know the different ways that music can be used to create atmosphere in performance
- To know the word **SOUNDSCAPE** and know how to effectively use SOUNDSCAPE be able to use this to create a clear atmosphere in performance
- To know the word **HOTSEATING** and know the difference between open and closed questions and the important role these questions
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Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Some students may already use PEE sentences in English and may find a slight difference in the use of these in Drama compared to English. These are mainly used verbally after performance work to analyse work produced and teacher feedback on should be given immediately after to ensure these are following the structure effectively.

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 and within verbal PEE sentences after watching peer work.

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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 using 'pass the bomb'</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 assessment to take place twice at the end of the half term based on 'Bully performances' in the middle and at the end of the half term.</p> <p>Post-it targets created by students at the end of some lessons and handed back at the start of the next lesson to enable students to focus on one particular area for assessment.</p>	<p>PowerPoint used as visual literacy aid throughout lessons to enable students to revisit task instructions/lessons focus.</p> <p>'4 O'Clock Friday' poem used as literacy stimulus for devised work, encouraging students to apply literacy skills within the lesson and opening opportunities for reading and text analysis</p>
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