



Subject: Drama	Year Group: 8	Unit: OUR DAY OUT (Willy Russell)
<p>Unit objectives: Learning objectives: The learning objectives here are over-arching to incorporate the whole scheme. By the end of this scheme students will have:</p> <ul style="list-style-type: none"> - Developed script reading skills. - Worked on characterisation through use of body language and vocal technique - Looked at the message conveyed within a play with the aim of portraying this to an audience - Used a variety of rehearsal techniques and strategies to consider the motivation of characters. - Considered the background of characters; their economic status, family background, educational opportunities, etc., when building a character. - Worked as an ensemble and in pairs. - Taken characters from a play and transferred them to their own imaginary scenarios to give more depth in exploring their personality and life. 		

Context for study:

The play *Our Day Out* Introduction Our Day Out, Willy Russell’s much-loved play about poor children from Liverpool, proved so popular after being shown on TV in 1977 that it was converted into a full-length stage musical. Its themes of living with a lack of education and opportunity and suffering social deprivation are as pertinent today as when it was written. When Mrs Kay’s ‘Progress Class’ are unleashed for a much-anticipated day’s coach trip to Conwy Castle in Wales, the class can’t wait to get away from the confines of school for a day of mucking about with mates. But sometimes the beauty of a place far removed from the reality of a life lived on the edge of poverty, only acts as a reminder of the empty future that awaits back home.

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 recall key information on the **playwright** Willy Russell.
- To **locate** and **retrieve** key information from a text and present back to the class.
- Use **hot-seating** or **role play** to present information **in character**.
- **Devise** a scene that represents the relationship between pupils and Mr Briggs/Mrs Kay (develop from **improvisation**)
- To identify appropriate Drama techniques to use when **staging** (Scene 7-12) (**cross cutting/split stage/freeze frame**)
- To create an **off-text improvisation** based on ‘The Sweet Shop’
- To create identifiable **characters**
- To consider our use of **staging**
- Explore the views and attitudes of Briggs and Kay and the way they are presented to the **audience**
- Use the text to **develop scenes** that consider the background of the characters

The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></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.</p> <p>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>Assessment to be conducted with the final performance piece and developed scenes.</p>	<p>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</p> <p>Group work develops students use of oracy, encouraging speaking and listening skills</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>