



Subject: Drama	Year Group: 8	Unit: Silent Films
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Unit objectives:

Students will continue develop their understanding of the key principles of collaborative working in Drama. They will also begin to develop understanding of key drama terminology linked to the genre of Silent Films. They will utilise drama mediums and elements to enable them to approach practical drama tasks knowledge and awareness of success criteria.

Context for study:

By this term students have already developed a good understanding of some of the key mediums, elements and strategies of drama and have been working collaboratively on different SOW which allow them to refine and further explore these skills. This SOW should be used to introduce and develop students' knowledge of new and familiar subject specific terminology whilst developing their understanding of how these elements can be embedded within their own drama practice. They will further develop skills in teamwork, cooperation, collaborative working, performance and evaluation through a series of structured exercises. IACT tasks will be built in to encourage self and peer reflection in response to teacher and peer feedback.

- 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 term **GENRE** and how this is relevant in drama
 - To know the meaning of the term **MIME**
 - To know how to define the **GENRE** of **SILENT FILMS** and to be able to outline the overall style of the genre
 - To know the term, **CHARACTERISATION**
 - To know the terms **BODY LANGUAGE** and **FACIAL EXPRESSION** and to be able to use them when talking about drama work
 - To know the term **NON-VERBAL COMMUNICATION** and to be able to define its meaning
 - To know how to use **CHARACTERISATION SKILLS** effectively to communicate meaning to an audience when working with nonverbal drama
 - To know the meaning of the word **CLOCKING** and to be able to define it
 - To know the meaning of the word **DOUBLE-TAKE** and to be able to define it
 - To know how **CLOCKING** and **DOUBLE** taking can be used to communicate comedy and meaning to an **AUDIENCE**
 - To know the meaning of **PHYSICAL THEATRE** and to be able to make links between this and the **GENRE** of Silent Films
 - 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 the importance of eye contact and focus when using **MIME**

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- To know the term **PROXEMICS** and understand how the **PROXEMICS** used within MIME and movement sequences can impact the communication of meaning to an audience
- To know the term **POSTURE** and understand how it can be used to create character
- To know the term **GESTURE** and understand how it can be used to build/develop character
- To know the term **IMPROVISATION** and understand how this can be used to build and create scenes in drama
- To know the importance of being able to hold **POISE** and **FOCUS** for a short time when in freeze
- 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 importance of collaborative, cooperative group work in drama
- To know how to plan a performance effectively to ensure it has a clear structure using the terms beginning, middle and end.
- 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 how IACT skills and reflections can be used to refine, rework and rehearse performance based tasks
- To understand the term **SCENE** and to use this term when discussing their own drama work
- To understand different methods for approaching **IMPROVISATION** and to be able to use these within rehearsal
- 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 how to work as a **DIRECTOR** offering advice and suggestions when watching the work of peers to help to develop and improve the work

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

Some students may already have used the term 'double take' in difference contexts. The use of the word within the drama genre of Silent Films may need clarifying. All new terminology introduced should be followed by teacher modelling as best practice for introducing new concepts. IACT methods may differ from written based subjects so any evaluative/reflective IACT tasks may need to be revisited prior to their use in lessons to ensure pupils understand how to use IACT effectively in a practical setting.

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

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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.

Students will be able to answer mini-quiz questions at the start of each lesson to assess learning gains made

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.

IACT verbal feedback used regularly to enhance student progress and encourage self and peer reflection skills

Formal Assessment of skills learned will take place in the final lesson of the SOW to consolidate learning gains made, with peer/teacher feedback given

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