



Subject: Drama	Year Group: 8	Unit: Sweeney Todd
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: <ul style="list-style-type: none"> - Developed script reading skills. - Worked on further developing characterisation through use of body language and vocal techniques - Looked at the social context of the text and explored the idea of dramatic irony - Used a variety of rehearsal techniques and strategies to consider character objective, motivation and intent - Used already existing characters and explored them in off text scenarios to add further depth and to develop the roles through their own perspective 		

Context for study:
Sweeney Todd: The Demon Barber of Fleet Street is a 1979 musical with music and lyrics by Stephen Sondheim. It is based on the 1970 play *Sweeney Todd* by Christopher Bond. Sweeney Todd explores a wide variety of themes and ideas. The main themes in this film are revenge and love. The theme of revenge is very dominant in the text. Sweeney himself mentions that all he wants is revenge and for people to suffer the way he has suffered. This theme is explored through the Scheme of work. Students will be introduced to the playwright, themes and context of the play while exploring scenes and characters using a variety of drama mediums and elements. Prior to this scheme students will already have working knowledge of different drama concepts and processes and will be able to apply and develop this knowledge. The text they have previously studied have given them experience of approaching different styles and forms through performance.

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 origins of the play and playwright and how the themes explored makes links to previous play text studied throughout KS3
- To know the meaning of the term **GENRE** and to understand the elements included in the **GENRE HORROR**
- To know the term **NARRATION** and understand how **VOCAL SKILLS** can be used to create effective **NARRATION** within performance work
- To **locate** and **retrieve** key information from a text and present back to the class. **HIGH 5 READING STRATEGIES**
- To know the meaning of **TEACHER IN ROLE** and understand how to be a successful participant in this **EXPLORATIVE STRATEGY**
- To know how to **locate, extract and retrieve** key information from **TEACHER IN ROLE** explorations and to be able to present findings to peers
- To know the term **ENSEMBLE** and understand how to effectively use **BODY LANGUAGE, FACIAL EXPRESSION** and **VOICE** to clearly communicate **CHARACTER**
- To know the **EXPLORATIVE STRATEGY** of **HOTSEATING** and understand how to use **HOT SEATING** as both the person **IN ROLE** and the questioner to extract key information and build and develop **CHARACTER**
- To know how to effectively use **BODY LANGUAGE, GESTURE, GAIT, FACIAL EXPRESSION AND OICE** when working in role on the **HOT SEAT**.
- To know the meaning of **PLOT** and to understand the different elements of **PLOT** structure
- To know the meaning of **STILL IMAGE**
- To know how to create **STILL IMAGES** with effective use of **FACIAL EXPRESSION, BODY LANGUAGE, SPACE** and **LEVELS**
- To know the meaning of **THOUGHT TRACKING** and to be able to use **VOCAL SKILLS** to effectively communicate mood and emotion within a **THOUGHT TRACK**
- To know how to effectively use **ROLE PLAY** to communicate meaning mood and **ATMOSPHERE** within a devised scene

The Warriner School Subject Curriculum Map

<ul style="list-style-type: none"> • To understand how WRITING IN ROLE can help to develop and refine characters • To know the meaning of DEVISING and how this can be used to create off text scenes • To know the meaning of DRAMATIC IRONY and to be able to extract moments of DRAMATIC IRONY from texts ad scenes • To know the meaning of PROTAGONIST, ANTAGONIST and SUB CHARACTER and to be able to recognise these in performance • To know how to analyse and extract information from SONGS from MUSICAL THEATRE performance • To know the meaning of PLOT, PLOT LINE and SUBTEXT • To know how to use CROSS CUTTING to effectively create contrast and highlight DRAMATIC IRONY 	
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Lots of new vocabulary is introduced in this scheme of work. This needs to be clearly explained by the teacher with regular recaps and one to one questioning to check understanding</p>	<p>Literacy and Oracy development opportunities: <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&A sessions allowing take up time before asking students what they can recall form previous lessons</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>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>