



<b>Subject:</b> Drama	<b>Year Group:</b> 8	<b>Unit:</b> TITANIC
<b>Unit objectives:</b>  Students will continue to develop their understanding of the key principles of collaborative working in Drama. They will also begin to develop understanding of new drama terminology, mediums and elements to enable them to approach practical drama tasks knowledge and awareness of success criteria. They will develop knowledge and understanding of how to effectively create characters on stage using vocal and physical skills, with more difficult requirements for success. They will use a variety of rehearsal techniques to consider the motivation of characters, as well as considering a character's background and social status. They will continue to develop their ability to work successfully as collaborative group workers, honing their skills as both performers and directors through a variety of practical tasks.		

<b>Context for study:</b>  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. They have started reading scripts that offer different viewpoints and perspectives than perhaps what they are used to, as they offer social, historical, cultural and political details. This SOW both consolidates and extends the learning gains made so far.
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<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <ul style="list-style-type: none"> <li>• To know how to explore a STIMULUS (photo) and create an imaginative back story.</li> <li>• To know and understand the story of Titanic and what events took place.</li> <li>• To know the term <b>CHARACTER</b> and to effectively use the term when reflecting upon performance work in discussion</li> <li>• To know the term <b>CLASS</b> with reference to a person's social/economic status</li> <li>• To know and understand the term <b>DIRECT AUDIENCE ADDRESS</b> and use it in a performance</li> <li>• To know the term <b>VOCAL SKILL</b> when referring to how we might create character, including words such as <b>PITCH, PACE, PAUSE, ACCENT, TONE, VOLUME</b></li> <li>• To know the term <b>PHYSICAL SKILL</b> when referring to how we might create character, including words such as <b>BODY LANGUAGE, FACIAL EXPRESSION, POSTURE, GESTURE</b></li> <li>• To know the term <b>PHYSICAL THEATRE</b> and to be able to use this confidently within a short group performance</li> <li>• To know the meaning of <b>STILL IMAGE</b></li> <li>• To know the term <b>PROXEMICS</b> and understand how <b>LEVELS</b>, and use of <b>SPACE</b> can impact the communication of meaning in a scene and impact audience <b>SIGHT LINES</b></li> <li>• To know and understand the term <b>SPLIT STAGE</b> and use it in a performance</li> <li>• To know and understand the term <b>CROSS CUTTING</b> and use it in a performance</li> <li>• To know and understand the term <b>SLOW MOTION</b> and use it in a performance</li> <li>• To know and understand the term <b>THOUGHT TRACKING</b> and use it in a performance</li> <li>• To know the meaning of the term <b>SOUNDSCAPE</b> and understand how it can be used to communicate tension and create atmosphere in performance</li> <li>• To know the importance of using <b>FREEZE</b> effectively when working with <b>STILL IMAGE</b></li> </ul>
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## The Warriner School Subject Curriculum Map

- To know the meaning of the term **IMPROVISATION**
- To know the meaning of the term **ROLE PLAY** and to effectively use **ROLE PLAY** to explore a scene
- To understand the importance of creating **TENSION** and **ATMOSPHERE** within a dramatic scene
- To know the term **DEVISING** and to be able to contribute ideas within a group to help to develop a short, devised performance
- To know how **PEER EVALUATION** can be used to effectively comment upon the work of others to enable them to develop and improve upon their performance work
- To know how to clearly communicate character **REACTIONS** in performance
- To know how **MUSIC** can be used within performance to create and communicate meaning and set the **TONE** of a scene for an **AUDIENCE**
- To know the role of a **DIRECTOR** in the making and realisation of a performance
- To know how to effectively take on a directorial role within group work
- To know how to put a selection of scenes together to create a full performance

<p><b>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></b></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>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><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.</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>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>	

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Formal assessments to take place within 2 lessons in students perform their scenes in front of the teacher and class. Teacher feedback to be given following this formal assessment	
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