



Subject: Drama	Year Group: 8	Unit: Introduction Year 8 DRAMA
Unit objectives: Students have been moved Drama groups and are now going to be working in mixed ability groupings (Not Tutor Groups) Throughout this module students will revisit Group work skills introduced at Year 7. Students will develop their understanding of the key principles of collaborative working in Drama. They will also begin to develop understanding of key drama terminology, mediums and elements to enable them to approach practical drama tasks knowledge and awareness of success criteria.		
Context for study: This module should be 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. They will develop skills in teamwork, cooperation, collaborative working, performance and evaluation through a series of structured exercises.		

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 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

- 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 the terms **BODY LANGUAGE** and **FACIAL EXPRESSION**, when evaluating the effectiveness of a **STILL IMAGE**.
- To know the importance of eye contact and focus when creating **STILL IMAGES**
- 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 importance of collaborative, cooperative group work in drama
- 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 meaning of **PHYSICAL THEATRE** and **BODY PROPPING** and to be able to apply these styles within a group task
- 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 important role that **TRUST** has to play in successful group work
- 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 **IMPROVISATION** and understand how this can be used to build and create scenes in drama
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Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

There are often misconceptions between the terms **STILL IMAGE** and **FREEZE FRAME**. These may be swapped over or some students may feel they carry the same meaning

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.

First formal assessment to take place in the second half term of year 8

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