



Subject: Drama	Year Group: 9	Unit: TASKMASTER
Unit objectives: Students will develop their understanding of the key principles of collaborative working in Drama. They will also begin to develop understanding of key collaboration and improvisation skills making string links with a variety of subjects in preparation for students KS4 studies.		

Context for study:
 Students have spent the year developing a wide range of drama skills, developing advanced knowledge of drama mediums, elements and strategies to enable them to have a knowledge bank that thoroughly prepares them for the Drama GCSE course for those that opt to take it. This half term is designed to develop and refine interpersonal, cooperation, teamwork, collaboration, public speaking and literacy skills in order to engage all learners; those taking GCSE drama and those who have not opted. This encourages all students to engage in the learning and see the value in the lessons offered in terms of their own KS5 studies. Students will take part in a number of tasks and challenges in teams, competing against each other throughout the half term.

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 how to use **PROJECTION** and **TONE** when public speaking to present and 'sell' ideas successfully in front of an **AUDIENCE**
- To understand the key skills required for successful **TEAMWORK**, collaborating effectively with peers
- To know how to effectively **EVALUATE** the work of peers offering insightful feedback and advice to enable others to improve and develop their work
- To know how to successfully use **LEADERSHIP SKILLS** to lead and motivate peers when working as a team
- To know the term **STOP ANIMATION**
- To know how to use the basic **STOP ANIMATION** programme to create simple stop start animations
- To know the key ingredients to successful **PUBLIC SPEAKING** and be able to describe these elements when questioned
- To know the importance of **PROJECTION** and **DICTION** when reading aloud to aid **LITERACY** skills development
- To know the term **IMPROVISATION**
- To know how to use **IMPROVISATION** successfully when working in a group
- To know the role of a **DIRECTOR** when exploring practical drama tasks
- To know the term **CHARACTERISATION** and to be able to apply clear characterisation skills when taking on a role in performance based tasks
- To know how to use **PHYSICALITY**, **GESTURE** and **POSTURE** to create a role when working as a character (dramatic entrance tasks and performance-based tasks)
- To know how to apply **COMEDY SKILLS** such as universal humour, slapstick, clowning and mime to create an effective comedy performance to elicit laughter from an audience
- To know how to draw upon **SUBJECT SPECIFIC KNOWLEDGE** from cross curricular subjects such as geography, English and Art, and apply this knowledge in a drama setting

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>Some students may need tasks clarifying and explaining in more detail. Teacher to circulate of offer support and PowerPoint used as literacy aid for those who need to reread and 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 from 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 sharing of work produced will reflect the knowledge and learning gains made so far with the different presentation, group working, and public speaking skills assessed throughout</p> <p>Students will be heard regularly using subject specific vocabulary as they discuss both their own performance work, practical tasks and and the work of their peers.</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>	<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 as literacy aid</p>