



Subject: Drama	Year Group: 9	Unit: SKILLS CAROUSEL
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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. They will gain new knowledge of a variety of arts subjects which make numerous cross curricular links.

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 KS3/4 studies. Students will take part in a skills carousel which introduces them to a variety of creative tasks, moving around different 'skills' stations to experience a variety of projects such as Shadow Puppetry, Film and photography, stop animation, costume and make up design and foley Sound. For those opting for GCSE, this will enable them to develop a good skills and ideas bank for devised performance work.

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 steps required to create a **SHADOW PUPPETRY** performance
- To understand the impact that different **LIGHTING ANGLES** have on the effectiveness of **SHADOW PUPPETRY**
- To know the meaning of **PLOT** and be able to break the plot of a story down into small sections
- To know the term **CHARACTER** and to be able to offer a definition of this
- To know how to use **VOCAL SKILLS** such as **PITCH, PACE, PAUSE, PROJECTION** and **TONE** when bringing **SHADOW PUPPETS** to life as characters.
- To know the word **NARRATION** and to be able to define it
- To know how **MUSIC** can be used to communicate meaning when underscoring a scene
- To know how to appropriately select **MUSIC** and **SOUND** to compliment the scene created
- To know the meaning of **COSTUME**
- To know how different elements such as **COLOUR, STYLE, FIT** and **FABRIC** can be used to communicate meaning through **COSTUME DESIGN**
- To know how **ACCESSORIES** Jewellery, bags, shoes can complement a costume to communicate meaning
- To know the meaning of **SHOT** and **ANGLE** with relation to cameras and film
- To know the difference between **CLOSE UP, LONG SHOT** and **MEDIUM SHOT**
- To know how **SHOTS** and **ANGLES** can alter the impact of a piece of short **FILM**
- To know what the impact of **STAGE LIGHTING** is on **MAKE-UP** and visibility
- To know how to use **STAGE MAKE UP** to create a realistic bruise
- To know how to use **SHADING** when applying **STAGE MAKE UP**

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- To know how to use **LAYERING** when applying **STAGE MAKE UP**
- To know the meaning of **STOP ANIMATION**
- To know how to **STRUCTURE** a stop animation performance
- To know the meaning of **STORYBOARD**
- To know the meaning of **STILLS**
- To know the meaning of **PROPS**
- To know how **LIGHTING** can impact the effectiveness of a **STOP ANIMATION** film
- To understand the key skills required for successful **TEAMWORK**, collaborating effectively with peers
- 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 the importance of **PROJECTION** and **DICTION** when reading aloud to aid **LITERACY** skills development
- To know how to draw upon **SUBJECT SPECIFIC KNOWLEDGE** from cross curricular subjects such as English and Art, and apply this knowledge in a drama setting

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

Some students may need tasks clarifying and explaining in more detail. Teacher to circulate and offer support and PowerPoint used as literacy aid for those who need to reread and check understanding.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

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

Students will be heard regularly using subject specific vocabulary as they discuss both their own work, practical tasks and the work of their peers.

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.

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

Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons

Instruction sheets given for each task to support **LITERACY** and understanding of content