

Subject: Drama					
Key Stage	3	Year Group	7	Unit Title	Dramatic Elements

Unit Overview:

Within this unit of work, students will learn about the fundamental dramatic elements needed for any performance. They will focus on building their use of the elements and working independently and in groups to create performances. Moreover, it introduces students to writing about the use of key physical and vocal skills. This unit of work furthermore builds each student's confidence and enjoyment in performing and shows them how to use their performance space effectively to get the most out of each rehearsal and session.

Key Skills: Collaborating with others

Key Knowledge: Acting skills (Both physical and vocal) and Dramatic Elements

Prior Learning:**Key stage 2**

- No links to Key Stage 2 drama as it is not a requirement of the curriculum.

Previous SOL:

- No previous SoL as this is the first one that pupils complete.

Links to Future Learning:**Next SOL**

- Year 7 - Pantomime

Students will develop their use of physical and vocal skills and start to apply them to the style of Pantomime, they will focus on communicating with the audience stylistically through audience participation, learn how to communicate meaning through scripted text and learn how to work effectively in groups. The main focus for this scheme of learning will be on using basic exam terminology in context which will build their skills and ability to answer the written exam element of the GCSE Drama - Live Theatre Analysis.

Next year group:

- Year 8 – Rehearsal Techniques
- Year 9 – Practitioners

These units further develop students' abilities to discuss and create meaning with the use of physical and vocal skills. The Rehearsal skills SoL will delve deeper into techniques that students can use to create a performance based around a range of global warming stimuli. While the Practitioners SoL will delve deeper into a range of different Practitioners and theatre companies and the techniques they use within their performances. Furthermore it will enable them to see how they pose different social, cultural, historical and economical messages.

Next Key stage:

- KS4 GCSE: Written Exam – Set Text. In this component students will be required to study a live text and communicate the use of key acting skills and how they impact the audience in order to create a specific meaning.

Post 16

- Apprenticeships and University: Students develop valuable skills in collaborating with others, analysing and evaluating the effectiveness of their own work, working within specific confines and to specific time frames, giving and accepting critical feedback and researching and investigating their own and other students ideas.

Key Vocabulary	To be revisited	New vocabulary
Level 2 Vocabulary		Describe
Level 3 Vocabulary		Situation, Character, Relationship, tension, Focus, Place, Time, Language, Movement, Mood, Symbols, Performance Space, Audience, Actor, Thespian, Director, Rehearsal, Confidence, Performance, Performing, Legend, Myth, Folktale, Script Specific language, Partner, Command

<p>SMSC and British Values Opportunities</p>	<p><u>SMSC (Social, Moral, Spiritual and Cultural)</u></p> <ul style="list-style-type: none"> ● Students use a range of social skills in different contexts. ● Students obtain a sense of enjoyment and fascination in learning about themselves, others and the world around them. ● Students are willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities. <p><u>British Values (Tolerance, Rule of Law, Individual liberty, Mutual respect, Democracy)</u></p> <ul style="list-style-type: none"> ● Students respect all viewpoints and backgrounds of their peers. ● Students adhere to all exam board guidelines and timeframes. ● Students are given opportunities to act and express themselves freely and without judgement. ● Students are given opportunities to make democratic decisions about their own coursework.
<p>Gatsby Benchmark Careers curriculum learning</p>	<p><u>Future careers</u> Gatsby Benchmark 4 - Linking curriculum learning to careers. Throughout this SoL students will be introduced to how actors work within groups and by themselves to create performances.</p> <p><u>English and Maths</u></p> <ul style="list-style-type: none"> ● <u>English:</u> Within this SoL students have the opportunity to understand how to read and analyse text written in the English language, they are required to build upon their oracy skills by expressing their viewpoints and writing about acting choices and they are required to develop their presentation skills by confidently performing in front of a live audience. ● <u>Maths:</u> Within this SoL students have the opportunity to understand measurements through staging, shapes and patterns through blocking, angles through blocking and health and safety through working within a industry simulated environment.

Sequence of Learning	Learning Objective and Key knowledge	Exemplar activities and resources	Links to 5Rs	Key Vocabulary for the lesson	Extended Learning
L1 - How to work in a group	<p>To understand how to use a performance space.</p> <p>To build confidence in performing in front of a group.</p>	<p>Lesson Plan: https://drive.google.com/open?id=12KP5ejbDrSrR8YyyifeVlpZbhMrvl4eR</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	Responsible	Performance space, Actor, Thespian, Director, Confidence, Performing, Partner, Command	<p>Extended Learning Booklet Page 2</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>

<p>L2 - Role, Characters and Relationship</p> <p>Handout: https://drive.google.com/open?id=1s2JYn_5gqjSU-CHEM-xTWxMgXwko19Rt</p>	<p>To understand what role, character and relationship is in a performance.</p> <p>To understand how to use role, character and relationship in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=1h5Bf8UggXSvUu02xuzn72jSE1YG-atA8</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	<p>Responsible</p>	<p>Role, Character, Relationship, Rehearsal, Confidence</p>	<p>Extended Learning Booklet Page 3</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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L3 - Tension	<p>To understand what tension is in a performance.</p> <p>To understand how to use tension in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=1C04qeuXkfUnRDv_RswHiLjO4s8ZzfUY5</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	Responsible	Tension, Rehearsal, Confidence	<p>Extended Learning Booklet Page 4</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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L4 - Focus	<p>To understand what focus is in a performance.</p> <p>To understand how to use focus in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=1L7KKm88HrVeWmZYVqQK61nkuVDXCDejl</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	Responsible	Focus, Rehearsal, Confidence	<p>Extended Learning Booklet Page 5</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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<p>L5 - Situation, Place and Time</p>	<p>To understand what situation, place and time is in a performance.</p> <p>To understand how to use situation, place and time in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=1xGp7mR9Hu45Oqy9NpuuNKTGxDcRzR9s2</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	<p>Responsible</p>	<p>Situation, Place, Time, Rehearsal, Confidence</p>	<p>Extended Learning Booklet Page 6</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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<p>L6 - Language - SITS Lesson</p> <p>SITS Tasks:</p> <p>https://drive.google.com/open?id=1kEwa8kQELudvru1Hry_24iAzQ5-A_0A6</p> <p>https://drive.google.com/open?id=1hPWKaAlo27SSGip_cVQheKhRbGe4F3Le</p> <p>SITS Feedback Sheets:</p> <p>https://drive.google.com/open?id=1U89kDnvrR2Pz35sjAPwFIPugiJZ3gvvU</p> <p>https://drive.google.com/open?id=1u6W6nbAmrQMXhW3PXtGuiSev71w0_U54</p>	<p>To understand what language is in a performance.</p> <p>To understand how to use language in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=1gv0JkL1U5dYDKps8uvxWeVGJqO5keDZ1</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	<p>Responsible</p>	<p>Language, Rehearsal, Confidence</p>	<p>Extended Learning Booklet Page 7</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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<p>L7 - Movement</p> <p>Handouts:</p> <p>https://drive.google.com/open?id=1GyfHsYEtpXL98dpxpBUEUqDo2fwxfMX3</p> <p>https://drive.google.com/open?id=13H5rdHWuTVkKjnzZkZ76QjKx-2YVbPz</p>	<p>To understand what movement is in a performance.</p> <p>To understand how to use movement in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=16kLB_Nhafj2HhZdo8B_WNRqCj-RLMnSqB</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	<p>Responsible</p>	<p>Movement, Rehearsal, Confidence</p>	<p>Extended Learning Booklet Page 8</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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<p>L8 - Mood, Atmosphere and Symbols</p>	<p>To understand what mood, atmosphere and symbols are in a performance.</p> <p>To understand how to use mood, atmosphere and symbols in performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=1tdi9nrjX9cEWKdSVs2YDDRIwEZZjGwG3</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	<p>Responsible</p>	<p>Mood, Symbols, Atmosphere, Rehearsal, Confidence</p>	<p>Extended Learning Booklet Page 9</p> <p>https://drive.google.com/open?id=1yVjT_5SCjRo9MtQ-pJKPaqT4XYHRC9xF</p>
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L9 - Dramatic Meaning	<p>To understand what dramatic meaning is.</p> <p>To understand how to use all of the dramatic elements in a performance.</p>	<p>Lesson Plan: https://drive.google.com/open?id=18mS9zGzbq0Cek3m1_GdnMuSv2Vj01CYG</p> <p>HA: Working with critical friend, challenge board and super challenge tasks, one on one support from teacher and higher order questioning.</p> <p>MA: Working with HA and LA students in groups, challenge board, one on one support from teacher and challenge questions.</p> <p>LA: Working with HA and LA students in groups, challenge board, one on one support from teacher, glossary of keywords and KS3 organiser.</p> <p>PP: Extra time to use rehearsal space, constant praise to raise self-esteem and extra exposure to new learning techniques</p> <p>SEND: One on One assistance, extra time to complete tasks, short breaks, checklists, extra encouragement, pictures to support written elements, HA buddy and keywords list with definitions</p> <p>AFL: Constant monitoring, verbal feedback, peer feedback, self-assessment, higher order questioning throughout the lesson and mini plenaries.</p> <p>GCSE Exam Practice: Differentiated Writing frame for recognising and describing use of vocal and physical skills</p>	Responsible	Dramatic Meaning, Rehearsal, Confidence	<p>Summary Clip: https://www.youtube.com/watch?v=wofyXXq4KHM&list=PLstVT-yu_Q2cpMAT26xC2CZTDGuGwr8-&index=1</p>
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Enrichment Activities:	<ul style="list-style-type: none"> • All year 7 students will be able to watch an array of performances during lunchtime theatre appreciation club and evaluate how they are using key dramatic elements. • All year 7 students will have the opportunity to practice their performance skills during lunch time rehearsals with specialist feedback.
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What does success look like?

Mastering

- I meet the expectations of working in a group all of the time.
- I perform by myself and with a group on stage with ease.
- I use role, character and relationship in my practical work which is style appropriate.
- I use tension in my practical work which is style appropriate.
- I use focus in my practical work which is style appropriate.
- I use situation, place and time in my practical work which is style appropriate.
- I use language in my practical work which is style appropriate.
- I use movement in my practical work which is style appropriate.
- I use mood, atmosphere and symbols in my practical work which is style appropriate.
- I am a responsive audience member with no distractions.
- I respond creatively to feedback to improve my work.

Developing

- I meet the expectations of working in a group most of the time.
- I take steps to build my confidence in rehearsals.
- I use role, character and relationship in my practical work.
- I use tension in my practical work.
- I use focus in my practical work.
- I use situation, place and time in my practical work.
- I use language in my practical work.
- I use movement in my practical work.
- I use mood, atmosphere and symbols in my practical work.
- I am a responsive audience member with minimal distractions.
- I respond to some feedback to improve my work.

Emerging

- I understand what the expectations of working in a group are.
- I understand how to build my confidence as a performer.
- I understand what role, character and relationship is in theory.
- I understand what tension is in theory.
- I understand what focus is in theory.
- I understand what situation, place and time is in theory.
- I understand what language is in theory.
- I understand what movement is in theory.
- I understand what mood, atmosphere and symbols are in theory.
- I understand how to be a responsive audience member.
- I understand how to respond to feedback to improve my performance skills.