

Scheme of Work 2020 - 2021
Subject: Drama

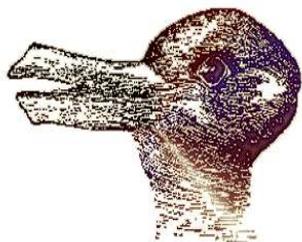
Year Group: Year 8
Specification: Key stage 3

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Stretch and Challenge – Extension Task	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
3/9/20	How to create a successful still image?	<p>Starter: What is a still image? (Explain how it communicates meaning to the audience, characters etc can highlight a specific moment) How to you create a successful still image? (Use of levels, FE, BL, Space, remain frozen!</p> <ul style="list-style-type: none"> • Task 1: In groups of 4/5 create a still image based upon the stimulus quote 'I can't believe you just did that' suggestions! • Someone break someone's phone • Gets with your ex-boyfriend or girlfriend • Finds out a friend has told their secret <p>Spotlight: See each group's comment, on how well they have communicated meaning & applied skills. Do we know what he meaning is? Task 2: Now devise a performance based on that stimulus, using your still image.</p>	Can they come up with their own storyline	Working towards end of term assessment incorporating particular skills.	Doddle quiz on still images	Lit So6 Sp2 M2 C3 Sp5

		Plenary: Make audience, watch performances, peer & teacher feedback WWW EBI				
7/9/20	Marking the moment	<p>Starter: To complete the sentences asking What are your main theatrical skills? (Body language, facial expressions & voice)</p> <p>Task 1: To explain what a significant moment or marking the moment is (...when you highlight a specific part of the performance by using slow motion, thought tracking or a still image)</p> <p>Task 2: Show video clip on highlighting the moment, https://www.youtube.com/watch?v=_MoDHNUyU7A discuss what technique they used.</p> <p>Task 3: To re-cap their performances last week based upon the stimulus 'I can't believe you did that'</p> <p>Task 4: To now add more depth to the performance by highlighting a moment. Consider why & when</p> <p>Plenary: Watch performances give peer & teacher feedback WWW EBI</p>	How can they add more depth to the story by using their significant moment, how well rehearsed & effective is it on the story	Working towards end of term assessment incorporating particular skills		Lit So6 Sp2 M2 C3 Sp5
14/9/20	Structure	<p>Starter: Six questions to answer</p> <ol style="list-style-type: none"> 1. What are your three main performance skills? 2. What is marking the moment? 3. Why is a still image effective? 	How successfully they use their theatrical skills to create a different persona	Working towards end of term assessment incorporating particular skills	https://study.com/academy/lesson/stock-character-definition-examples.html	Lit So6 Sp2 M2 C3 Sp5

		<p>4. What does perspective mean?</p> <p>5. What is a thought track?</p> <p>6. What is structure?</p> <p>Task 1: To explain, beginning (introduce the characters), middle (Dilemma occurs) & end (resolution or cliff hanger)</p> <p>Task 2: Get into groups of 4 or 5. To create 3 scenes beg –mid-end of friends/strangers waiting at a bus stop (consider your dialogue in order to introduce characters realistically)</p> <p>Task 3: Now apply episodic structure (change the order of the scenes) does the story still make sense? Do you need to add additional dialogue or a different technique</p> <p>Plenary: Watch performances peer & teacher feedback WWW EBI</p>	smooth transitions		Watch the video & take the quiz	
21/9/20	Perspective	<p>Starter: Six questions to answer</p> <p>1. What are your three main performance skills?</p> <p>2. What is marking the moment?</p> <p>3. Why is a still image effective?</p> <p>4. What does perspective mean?</p> <p>5. What is a thought track?</p>	How well can they integrate drama techniques with smooth transitions.	Working towards end of term assessment incorporating particular skills		Lit So6 Sp2 M2 C3 Sp5

6. What is structure?



What animal do you see first? – explain that there's two sides to every story & in drama we can change how the audience sees a story or character

Task 1: Get into groups of 3 or 4. Select either little red riding hood or Hansel & Gretel. Create 3 still images showing the beginning, middle, & end of the story. Get all groups to perform counting down from 3, ensure smooth transitions from one still image to the next. **Discuss:** Who's perspective do we see it from, why is that important? How can we change that perception of the main character?

Task 2: Now select a different character i.e the wolf & change the structure of the story. How does our view change then?

Plenary: watch & perform, give teacher & peer feedback WWW EBI

28/9/20

Physical Theatre

Starter: What is physical theatre & why do we/would we use it in a performance? (PT, is when you use your body to create objects, focussing on movement as opposed to dialogue)

Can they make their movements precise & clear so

Lit
So6
Sp2
M2
C3

		<p>Task 1: Watch the video clip, discuss objects you saw created, how they moved in time & had clear precise movements</p> <p>https://www.youtube.com/watch?v=6NnmH1MUniY</p> <p>Task 2: In groups of 4 or 5 & play the physical theatre game. Shout out the objects that they have 90 seconds to create, give points to the best team. 1) A house 2) A car 3) An aeroplane 4) A ticking clock 5) A tree in a storm</p> <p>Task 3: In the same groups the re-create the story of Jack & the Beanstalk applying physical theatre</p> <ul style="list-style-type: none"> • Jack sells his mother's cow for magic beans • Jack's mother chucks the beans away into the garden • The beanstalk grows overnight • Jack climbs the beanstalk and finds himself in a giant's kingdom • Jack searches for the hen that lays the golden eggs • Jack escapes from the giant • Jack, his mother and the hen live happily ever after. <p>Plenary: Perform & give teacher & peer feedback WWW EBI</p>	they are effective & clear to the audience			Sp5
5/10/20	Characterisation	<p>Starter: What is characterisation? (It is where you use your voice, body language & facial expressions to create a character. Discuss: The two characters of Mary Poppins & the</p>	How well can they articulate & use key		Complete role on wall if not in lesson	Lit So6 Sp2 M2

		<p>joker from batman, how have they use characterisation differently?</p> <p>Task 1: Using the role on the wall hand out now create a character considering their thoughts, feelings. How would this effect how you play the character, using your theatrical skills? (BL, FE, V)?</p> <p>Task 2: In groups of 3 or 4 now use the technique hot seating to take it in turns & to ask your character questions. You have to answer them as your character! People asking don't have to be in character, people answering do. Should ask at least 5 questions. Ask if any students want to come in front of the whole class to be asked questions by anyone. Hands up students pick who they want.</p> <p>Task 3: If time they can create, devise a mini scenario based on their characters created</p>	<p>words correctly.</p> <p>How creative have they been when using all theatrical skills?</p>			<p>C3 Sp5</p>
12/10/20	<p>Assessment Preparation</p>	<p>Starter: Explain that this lesson is the rehearsal lesson as they should be aiming for around a 5 minute performance based upon the stimulus below. Assessment performance will be next lesson.</p>  <p>Task: Rehearse against the criteria incorporating the skills they have learnt this term</p>		<p>Apply all skills taught this term in a performance against the 12 steps of drama</p>	<p>Rehearse lines for performance</p>	<p>Lit So6 Sp2 M2 C3 Sp5</p>

		<p>This must include</p> <ol style="list-style-type: none"> 1. Characterisation (BL, FE, V) 2. Marking the moment 3. Physical theatre <p>Whilst considering...</p> <ol style="list-style-type: none"> 1. Structure 2. Perception <p>Assess: Go round to each group & watch, ensure they have smooth transitions, & their story line makes sense.</p>				
19/10/20	Assessment: performance	<p>Starter: Re-cap assessment & what needs to be included</p> <p>Task 1: 15 minute rehearsal time</p> <p>Task 2: Each group perform, tell them their order first</p> <p>Task 3: Give level (against drama steps) & hand out written evaluation to take home WWW/EBI</p> <ol style="list-style-type: none"> 1. ... you used your time in rehearsal 2. ... you applied your theatrical skills 3. ... created a realistic character 4. ...Created believable dialogue 5. ...Your structure/narrative of your performance 6. ...you used direct address or a monologue 		Perform in a devised group piece, showing how well they can create given a stimulus. Will be given a level & a written evaluation on the performance.	Written evaluation, hand out in lesson & attach to doddle	Lit So6 Sp2 M2 C3 Sp5
26/10/20	Half term					