

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
12/4/21	Introduction to silent movies	<p>Starter: What is a silent movie & the features? Originally a movie without a soundtrack in black & white. When shown in theatres, live music usually accompanied the film. (Now music soundtracks have been included.) It depended & focused on certain types of acting to convey emotions of the actors. Body language and especially facial expression were often <u>exaggerated</u>. The genre was mainly comedy!</p> <p>Get them to define exaggeration!</p> <p>Task 1: Buster Keaton (1895-1966) https://www.youtube.com/watch?v=VFBJNAapyk</p> <p>Watch video clip (11 minutes)</p> <p>Task 2: Action shots, are the close up shots of the performers faces! Get them to warm up their faces by. Say your vowels make your</p>	How well can you react & commit to the situation?	Working towards end of term assessment incorporating particular skills	<p>https://www.vicaps.com/blog/history-of-silent-movies-and-subtitles/</p> <p>Students to read through article then answer the 10 questions on</p>	Lit So6 Sp2 M2 C3 Sp5

		<p>face as wide as you can. Imagine you have been stung by a bee. Someone has poured cake mix over your head. Has put an ice cube down your back. Stepped in dog poo. Stubbed your toe</p> <p>Task 3: Warm up your bodies: walk round the space</p> <p>Walk round the space -Stop go - 1-4 (speed) - Being pulled – Emotions</p> <p>Task 4: Tell students (in 2's or 3's) they need to apply the skills practiced, to devise a short scene travelling to the moon. How will they get there? What happens when they arrive?</p> <p>Plenary: Select students to watch & perform, how well they integrated their skills. Ask them what they enjoyed, what they find difficult? What areas do they need to work on in order to improve?</p>				
19/4/21	Slapstick comedy	<p>Starter: What is slapstick comedy? Slapstick is a physical type of comedy. It involves absurd situations & violent actions. In order to be a successful slapstick performer, you need to have elements of being an acrobat or stunt performer with perfect timing</p> <p>Task 1: https://www.youtube.com/watch?v=vrAKFakK3i8</p>	Research slap stick	Working towards end of term assessment incorporating particular skills	Doddle learn activity	Lit So6 Sp2 M2 C3 Sp5

		<p>Watch Fawlty Towers clip</p> <p>Task 2: Using the video clip as inspiration discussing timing, falls, exaggeration & chases etc They now need to devise a scene in pairs as neighbours that get into a disagreement. They can only talk in gibberish, set the scene first don't go straight into falls. It needs to be very well rehearsed.</p> <p>Plenary: Watch performances WWW EBI teacher & peer feedback</p>				
26/4/21	Music in Silent Movies	<p>Starter: Re-cap: What is a silent movie? What is the characterises of slapstick comedy? How do our movements need to be performed?</p> <p>Starter questions: Why is music important in silent films? What could the music represent? Tempo – speed, dynamics – loud, quiet, minor – sad, major – happy</p> <p>Task 1: Watch video clip https://www.youtube.com/watch?v=79i84xYeZl</p> <p>What atmosphere does the music create? Can they discuss the tempo & dynamics?</p> <p>Task 2: Using the same music as a stimulus devise a performance either based on, teaching a class, treating a patient, building a house, working in a kitchen</p>	Linking music to performance	Working towards end of term assessment incorporating particular skills	Digital Theatre review	Lit So6 Sp2 M2 C3 Sp5

		Plenary: Watch performances give teacher & peer feedback WWW EBI				
3/5/21	Gestures & stock character	<p>Starter: Re-cap: What is slapstick comedy? What characteristics make up slapstick comedy? How would you define the key words for describing music? Dynamics-Tempo –Major – Minor Starter questions:</p> <p>What is a gesture? A gesture is something you do (or say) in order to express your intention or attitude it is part of your body language.</p> <p>What is a stock character? A stock character is a stereotypical character, which the audience usually recognises - Examples of stock character are: Hero, damsel in distress, villain, villain's henchmen, ditsy blonde, rebel, the nerd etc</p> <p>Task 1: <u>The Perils of Pauline</u></p> <p>The lawyer calls <u>Pauline</u> into his office to deliver the news that her uncle has died. Pauline is devastated. But then he tells her that she has inherited a huge sum of money. Pauline is delighted.</p> <p>Pauline leaves the office and the <u>evil lawyer</u> calls in his <u>Henchman</u>.</p>	To perform in silence & use/create placards	Working towards end of term assessment incorporating particular skills	Digital Theatre review	Lit So6 Sp2 M2 C3 Sp5

		<p>He tells them of his plan to make sure Pauline never gets her money. Her fiancé overhears this plan and gets ahead of them.</p> <p>The henchmen tracks Pauline down and ties her to the train tracks. Pauline is distressed and panicked as the train is approaching her.</p> <p>But suddenly, her <u>fiancé</u> comes to her rescue and saves her. He ties the henchmen to the tracks of the train instead.</p> <p>Identify, the four stock characters. What emotions & gestures would we see them perform to help us identify the characters.</p> <p>Consider your entrances & exits come on as your character</p> <p>They can talk for their performances</p>				
10/5/21	Assessment preparation	<p>Starter: What are action shots? How do you communicate to an audience without dialogue/speech? What are the characteristics of a slapstick comedy? Why is music so crucial in silent film? What are stock characters?</p> <p>Task: Create your own silent film. It must include...</p> <p>Stock Characters</p>	Self-reflection	Working towards end of term assessment incorporating particular skills	Rehearse their part for assessment	Lit So6 Sp2 M2 C3 Sp5

		<p>Action shots (at least 2 per character)</p> <p>Exaggerated gestures</p> <p>And using your own pieces of music.</p> <p>Plenary: To go over assessment criteria</p>				
17/5/21	Assessment Preparation	<p>Starter: What are action shots? How do you communicate to an audience without dialogue/speech? What are the characteristics of a slapstick comedy? Why is music so crucial in silent film? What are stock characters?</p> <p>Task: Create your own silent film. It must include...</p> <p>Stock Characters</p> <p>Action shots (at least 2 per character)</p> <p>Exaggerated gestures</p> <p>And using your own pieces of music.</p> <p>Plenary: To go over assessment criteria</p>	Self-reflection	Working towards end of term assessment incorporating particular skills	Rehearse their part for assessment	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>
24/5/21	Assessment	<p>To perform assessment</p> <p>Give students level against criteria & drama steps</p> <p>Start filling out evaluation 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 	Evaluation	Perform the skills in final assessment against the 12 step criteria	Doddle Learn activity	<p>Lit</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>

		<ul style="list-style-type: none"> 4. ...Created believable dialogue 5. ...Your structure/narrative of your performance 6. ...you used direct address or a monologue 				
31/5/21	Half Term					
7/6/21						
14/6/21						
21/6/21						
28/6/21						
07/7/21		Transition year 9				
12/7/21		Transition Year 9				