

Year 8 Drama 2016/17

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Topic: Scripted work Theme: Life &amp; Death .Communication in group work . Empathy . moral value</p>	<p>Introduction to Stage directions and script layout. <b>Class model</b>  <b>Group work;</b> Students to read page 1 of Ernie and apply stage directions.  Re-enforce the <b>vocal and physical</b> changes to create a character, set the scene.</p>	<p><b>Group work;</b> Blind read and construct scene 1 of Ernie.  Students to begin to learn lines, make decisions regarding set.  Re-enforce the <b>vocal and physical</b> changes to create a character. Model the characters using G&amp;T/teacher  <b>Peer assessment/DIRT CC1-CC3</b></p>	<p><b>Class work;</b> Blind Read scene 2 as a class – discuss the challenge of the scene change without moving set.  <b>Group work;</b> Construct, make links with sc1 and 2 in relation to set and <b>apply appropriate convention. Informal assessment</b> of decisions strengths/weaknesses <b>C2.2</b>  Lead to use/consider <b>melt/morph</b></p>	<p>Introduction of; <b>Flashback</b> Model using a group moving from sc2-sc1. Discussion as to why it might be used in a piece.  <b>Class work:</b> Character building workshop on vocal/physical regarding the character the students play.  <b>Self assessment CC1-CC3</b></p>	<p><b>DIRT/identify target on PLC</b> <b>Setting up summative assessment</b> (performance of script 3scenes) Application of conventions and <b>performance skills.</b> Groups 5-6  Refine work using PLC and self assessment. <b>Informal assessment CC1-CC3 C2.2-C3.2</b></p>	<p><b>Summative Teacher Assessment CC1-CC3 C2.2-C3.2</b> using PLC.</p>	<p><b>Review Assessment feedback/DIRT EV1-EV2</b>  Using the format of the script students to devise their own scene for Ernie to run as SC3 in the piece. Using the assessment feedback to inform developments.</p>	<p>Refine own scene focused on character/convention/using feedback to inform.  <b>Informal assessment</b> as to improvements made. <b>CC1-CC3 C2.2-C3.2</b></p>

<p><b>Topic:</b> Commedia del arte <b>Theme:</b> Life &amp; Death .Communication in group work . Empathy . moral value</p>	<p><b>Class work:</b> Geko theatre company initial work on using the body to create emotion. Give name an emotion/class copy.</p> <p>Working as an ensemble to react to teacher. Making connections with body parts and discussing outcome.</p>	<p><b>Pair work:</b> Introduce <b>Frantic assembly pressure points</b>. Move to sequence, add in push/pull. Teacher model.</p> <p>Discussion as to what is created to lead to decisions regarding character. <b>Physical</b> traits to show scenario.</p>	<p><b>Individual work:</b> Creating 10 seconds of activity seen in the morning – making a cup of tea. Teacher model Exaggeration – find the comedy.</p> <p><b>Pair work:</b> Mimed activity, one is invisible – find the comedy in exaggeration. <b>Self assessment</b> <b>CC1-CC3</b></p>	<p><b>Classwork:</b> Using NT Videos introduce Commedia characters physically.</p> <p><b>Paired work:</b> Students to apply <b>characteristics</b> to their mimed scenes.</p>	<p><b>Pair work:</b> Students to add in their <b>physical</b> push/pull sequences into their exaggerated mime pieces. <b>Peer assessment</b> <b>CC2-CC3</b> <b>C2.2</b></p> <p><b>Setting up summative assessment</b></p> <p>Application of conventions and <b>performance skills</b>.</p>	<p><b>Summative Teacher Assessment</b> using PLC, self and peer assessment. <b>CC2-CC3</b> <b>C2.2</b></p>	<p>Review Assessment feedback/DIRT <b>EV1-EV3</b></p>	
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