

Year 8 Drama – Devising

Intent	<p>Wider Learning: Students will be able to devise a creative piece of drama using monologues to respond to a Stimulus. This will help prepare them for GCSE content.</p> <p>Students will use their prior knowledge to include a variety of drama techniques into their performance.</p>	<p>Prior learning: Students have experimented with a range of drama techniques such as mime, crosscutting, still image, physical theatre, as well as exploring genres and their conventions.</p> <p>Students are developing their confidence performing using characterisation skills.</p>	<p>Key vocab:</p> <ol style="list-style-type: none"> 1. Still Image 2. Mime 3. Slow Motion 4. Monologue 5. Physical Theatre 6. Improvisation 7. Personification 8. Facial expressions 9. Gestures 10. Body Language 	<ol style="list-style-type: none"> 11. Posture 12. Gait 13. PPTVI (Pitch, pace, tone, volume, inflection) 14. Eye contact 15. Stage Directions 	
	<p>The big questions</p> <ol style="list-style-type: none"> 1. What is a monologue? 2. Why do we use monologues in Drama? 3. What makes an effective monologue? 4. How can we create and sustain a character different from ourselves? 5. How can we connect with the audience? 6. How can we use a stimulus to inspire creative ideas? 7. How do we write a script including stage directions? 				
Implement	<p>Order of learning</p> <p>Lesson 1- Still Image and Slow motion</p> <ol style="list-style-type: none"> 1. Whole class discussion – who would you find on a street at night? 2. Students individually create a character, using 'Circles of Attention' and the class discussion to help with ideas. 3. Students individually create a Still Image of their character. Split class in half and analyse the images. 4. In groups, students create a plot idea for why their characters are on the street at night at the same time and what happens 5. Students create three Still Images of what happened that night: before the event, the main event and the aftermath. They use Slow Motion and mime to transition into each image 6. Perform and feedback <p>Lesson 2- Monologue, Still Image, Slow Motion and Mime</p> <ol style="list-style-type: none"> 1. In their groups, students recap their three Still Images and transitions 2. Class discussion: What is a monologue? 3. Watch two examples of filmed monologues and discuss what makes them successful 4. Students plan their own monologue by answering seven questions based on helping them to create content 5. Students individually write their monologue. They use sentence starters to help them and content tips provided. <p>Lesson 3- Still Image, Monologue and Mime</p> <ol style="list-style-type: none"> 1. Students work individually to complete their monologue 2. Students create a Still Image for the start, middle and end of their monologue 3. Individually, students add stage directions to their work. They add stage directions for three gestures, three moments of pause, eye contact and three changes of facial expression 4. Students get into pairs and rehearse their monologue together, providing constructive feedback 5. Perform and feedback <p>Lesson 4- Still Image, Monologue and Mime</p> <ol style="list-style-type: none"> 1. Students rehearse a short script of 6 lines with a focus on how PPTVI can change the meaning of words 2. Class to watch one example and analyse the use of PPTVI 3. Individually, students add stage directions to their work. They add stage directions for three different uses of Pitch, pace, tone, volume & inflection 4. Students get into pairs and rehearse their monologue together, performing it with all stage directions and providing constructive feedback 5. Perform and feedback <p>Lesson 5- Assessment</p> <ol style="list-style-type: none"> 1. 10 Mins rehearsal 2. Perform for Practical assessment <p>Lesson 6- Written Assessment</p>			<p>Differentiation</p> <p>Scaffold: Teacher to model drama techniques and skills being used both successfully and unsuccessfully. Students to identify differences.</p> <p>Teacher to model characterisation methods</p> <p>Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson and recap of prior knowledge.</p> <p>Teacher to suggest ideas to aid creativity.</p> <p>Teacher to direct</p> <p>Careful grouping of mixed ability to support</p> <p>Teacher to provide sentence starters and writing frames</p> <p>Stretch: Students to help model higher grade work in mixed ability groups.</p> <p>Semiotics to be used such as lighting changes.</p> <p>Stretch students to add in practitioner influences into their work, such as Brecht, Stanislavski, Berkoff.</p> <p>Consider depth of character, such as habitual gestures, sub text.</p> <p>Stretch and challenge students to analyse further in their written responses.</p>	

Impact	<p>Assessment and homework</p> <ul style="list-style-type: none"> •Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques of Still Image, Mime, Improvisation, Slow Motion. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures •Written Assessment in booklets assessing use of subject terminology, analysing, and evaluating self and peer work. <p>AO1: create and develop ideas to communicate meaning for theatrical performance. This is formatively assessed through observation of rehearsals, every lesson this is monitored.</p> <p>AO2: apply theatrical skills to realise artistic intentions in a live performance. Formatively assessed during lessons, summative assessment is through a final performance each half term.</p> <p>AO3: demonstrate knowledge and understanding of how drama and theatre is developed and performed. Verbal contributions in lessons / contribution to group work</p> <p>AO4: analyse and evaluate their own work and the work of others. Formative assessment through verbal contributions in lessons, summative through written work assessment each half term</p> <p>Homework Rehearse monologue</p>	<p>Feedback Teacher verbal feedback for each group each lesson.</p> <p>Peer and self-assessment of the effectiveness of the drama techniques and skills used.</p>
	<p>Where will this be revisited? At Key Stage 3 Drama is taught on a spiral system whereby Drama Conventions are taught each year and the challenge of these skills increases with each unit. These Conventions are what they are assessed on at Key Stage 3 and 4 (Ao1 – 4 are assessed throughout Key Stage 3). Additionally, within the Drama Schemes of Learning, students learn Social, Cultural, Historical and Political issues using the Drama Conventions to stage them. Drama is taught through 'Process Drama' whereby each lesson, another scene is added until the summative assessment at the end of each half term, and this is self and peer assessed in a written assignment.</p>	