

## Year 9 Drama – Running Away

<b>Intent</b>	<p><b>Wider Learning:</b> Students to develop SMRC, considering what makes young people decide to run away from home. To consider themes of abuse, drugs, relationships, culture.</p>	<p><b>Key vocab:</b> 1. Conscience Corridor 2. Physical Theatre 3. Cross-cutting 4. Soundscape 5. Devising 6. Still Image 7. Characterisation 8. Physicality 9. Voice 10. PPPTVI</p>	<p>11. Facial expression 12. Gait 13. Posture 14. Gesture 15. Eye contact 16. Body Language 17. Non naturalistic 18. Naturalistic</p>
	<p><b>The big questions</b> 1. How can we use conscience corridor in drama? 2. What makes an effective conscience corridor? 3. Why might a teenager run away from home? 4. How can physical theatre communicate meaning?</p>	<p>5. How can we build tension using cross-cutting? 6. What makes an effective soundscape?</p>	

Implement	<p><b>Order of learning</b></p> <p><b>Lesson 1- Conscience Corridor</b></p> <ol style="list-style-type: none"> <li>1. Warm Up – Stop, Start and Go</li> <li>2. Discussion; what is a conscience? Think, Pair, Share</li> <li>3. Class Task - create a conscience corridor using a range of scenarios: stealing, meeting someone online, taking drugs. Repeat best one using pace, tone, proxemics and rhythm.</li> <li>4. Literacy – read 'What happened to Lulu' Poem'.</li> <li>5. Discuss and consider key points in the poem: What did Lulu's mum throw on the fire? How did Lulu leave the house? Find the clues that suggest Lulu is running away Who do you think she has got into a vehicle with? Who do you think is talking in the poem and WHY</li> <li>6. Create a scene of Lulu in her room before she runs away - must include a conscience corridor.</li> </ol> <p><b>Lesson 2- Physical Theatre</b></p> <ol style="list-style-type: none"> <li>1. Starter- object game</li> <li>2. What is physical theatre? Think pair, share</li> <li>3. Create Lulu's bedroom using physical theatre and a conscience corridor to personify their objects. Show Lulu packing, the objects interact with Lulu.</li> <li>4. Perform and evaluate effectiveness of the physical theatre used</li> </ol> <p><b>Lesson 3- Crosscutting</b></p> <ol style="list-style-type: none"> <li>1. Starter – Stop, Start and Go.</li> <li>2. Memory recall – what have we learnt about Lulu so far? What techniques have we developed this term? Think, pair share.</li> <li>3. Students to create and develop a news scene that reports the disappearance of Lulu. Student will cross cut between a news anchor and correspondent.</li> <li>4. Perform and evaluate effective use of cross cutting to show two different locations on stage.</li> </ol> <p><b>Lesson 4- Soundscape</b></p> <ol style="list-style-type: none"> <li>1. Starter- Soundscape game</li> <li>2. What is a soundscape and how can they be used in a scene? Think, pair, share</li> <li>3. Students create a soundscape that builds tension and gives context about why Lulu ran away</li> <li>4. Perform and evaluate effectiveness of the soundscape</li> </ol> <p><b>Lesson 5- Creating a performance that includes Conscience Corridor, Soundscape, Cross Cutting and Physical Theatre</b></p> <ol style="list-style-type: none"> <li>1. Warm up game, eyes up, eyes down</li> <li>2. Assessment Preparation – students to create a performance based around Lulu running away.</li> <li>3. Rehearsal</li> <li>4. Perform and peer/teacher feedback to establish targets.</li> </ol> <p><b>Lesson 6- Practical Assessment</b></p> <ol style="list-style-type: none"> <li>1. Starter- Go/Stop Characterisation and emotions</li> <li>2. Assessment Rehearsal Recap drama techniques expected to be demonstrated in assessment</li> <li>3. 10 minute rehearsal time, rehearse performance of Lulu running away.</li> <li>4. Final assessment performance.</li> </ol> <p><b>Lesson 7- Written Assessment</b></p> <ol style="list-style-type: none"> <li>1. Students complete both their self and peer assessment writing. They are referred back to subject specific terminology and the grading criteria.</li> <li>2. Teacher to feedback and students use purple pen to rewrite and restructure their responses.</li> </ol>	<p><b>Differentiation</b></p> <p><b>Scaffold:</b> Teacher to model drama techniques and skills being used both successfully and unsuccessfully. Students to identify differences.</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><b>Stretch:</b></p> <p>Students to help model higher grade work in mixed ability groups.</p> <p>Students to encouraged to use other non-naturalistic techniques inspired by practitioners such as Brecht and Berkoff.</p> <p>Semiotics to be used such as lighting changes.</p> <p>Students to consider use of wider drama techniques explored in previous lessons.</p> <p>Stretch and challenge students to analyse further in their written responses.</p>
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Impact	<p><b>Assessment and homework</b></p> <ul style="list-style-type: none"> <li>• Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques of Still Image, Mime, Multirole. Embedding the use of drama skills in their performance i.e. facial expression, body language, gestures</li> <li>• Written Assessment assessing use of subject terminology, analysing, and evaluating self and peer work.</li> </ul> <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 in an assessment each half term</p> <p>Homework Half lunch group rehearsal</p>	<p><b>Feedback</b></p> <p>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><b>Where will this be revisited?</b></p> <p>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>	