

Year 8 Drama – Radio Plays

Intent	<p>Wider Learning: Students will continue to develop their transferrable skills of teamwork, communication, leadership, active listening, sharing ideas, performing to an audience.</p> <p>Students will learn about a wider range of theatre roles, such as voice performers.</p>	<p>Prior learning: Students have developed their use of voice in every scheme of learning covered so far. This is the first SOL that removes the use of physicality to communicate to an audience.</p>	<p>Key vocab: 1. Voice over 2. Sound effects 3. Soundscape 4. PPTVI (Pitch, Pace, Tone, Volume, Inflection) 5. Dialogue 6. Thought wheels 7. Plot structure 8. Advert 9. Radio play</p>
	<p>The big questions</p> <ol style="list-style-type: none"> 1. How can we use solely voice to communicate effective characterisation? 2. What barriers are there, when performing solely using voice? 3. What are the conventions of a good radio advertisement? 		<ol style="list-style-type: none"> 4. How can PPTVI communicate without the use of words? 5. What makes a successful radio play? 6. How can we use thought wheels to create a successful plot/storyline?
Implement	<p>Order of learning Lesson 1- Voice Over/PPTVI</p> <ol style="list-style-type: none"> 1. In pairs, students tell a partner a story of when they've been embarrassed. They have to re-tell it in a typical radio voice-over 2. Class discussion-what is a typical radio voice-over? 3. Students, in groups, create a radio advert for a shampoo. They create the product information and must include sound effects. 4. Perform and feedback <p>Lesson 2- Voice Over, PPTVI, Sound effects</p> <ol style="list-style-type: none"> 1. Students in pairs tell a 1 minute story about something exciting that has happened to them. Then they swap. Analyse how they used PPTVI to communicate the emotion in the story. 2. In groups, students rehearse a radio advert script, with a focus on establishing location through SFX and communicating character and voiceover with PPTVI 3. Perform and feedback <p>Lesson 3- Soundscape, Sound effects, PPTVI</p> <ol style="list-style-type: none"> 1. Students, in pairs, improvise a scene using only gobledogoop sounds. Focus on how PPTVI communicates without dialogue. 2. In groups, students create sound effects of a park on a rainy day and a supermarket 3. Students plan their own radio play using a thought wheel structure 4. Students create the opening of their radio play 5. Perform and feedback <p>Lesson 4- Voice Over, Soundscape, Sound effects, PPTVI</p> <ol style="list-style-type: none"> 1. Students listen to an example of a short radio play and class discuss its successes 2. Class discussion re-caps effective use of PPTVI and the structure of a well-made play 3. Students create and rehearse their radio play, in preparation for next week's assessment 4. Perform and feedback <p>Lesson 5- Practical Assessment</p> <ol style="list-style-type: none"> 1. Assessment rehearsal 10mins 2. Perform for assessment <p>Lesson 6- Written Assessment</p> <ol style="list-style-type: none"> 1. Students complete both their self and peer assessment writing. 2. Refer students to grading criteria. 3. Teacher to feedback and students use purple pen to rewrite and restructure their responses. 		<p>Differentiation</p> <p>Scaffold: 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>Stretch:</p> <p>Students to help model higher grade work in mixed ability groups.</p> <p>Students to consider sup plot and subtext in their radio plays.</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 Voice over, Soundscape, Sound effects, PPTVI. • Written Assessment 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 in an assessment each half term.</p> <p>Homework Half lunch group rehearsal</p>	<p>Feedback</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>Where will this be revisited?</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>	