

## Year 8 Drama – Melodrama

<b>Intent</b>	<p><b>Wider Learning:</b> Students will examine the SMHC context of Melodrama, considering smoking in theatres, theatre laws, Victorian times.</p>	<p><b>Prior learning:</b> Students have learnt a range of genres and the conventions of each. They have explored stock characters in Soap opera and Pantomime.</p>	<p><b>Key vocab:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="flex: 1; min-width: 200px;"> <ol style="list-style-type: none"> <li>1. Stock Characters</li> <li>2. Genre</li> <li>3. Conventions</li> <li>4. Still Image</li> <li>5. Mime</li> <li>6. Multirole</li> <li>7. Characterisation</li> <li>8. Stance</li> <li>9. Gait</li> </ol> </div> <div style="flex: 1; min-width: 200px;"> <ol style="list-style-type: none"> <li>10. PPTVI (Pitch, Pace, Tone, Volume, Inflection)</li> <li>11. Facial expressions</li> <li>12. Gestures</li> <li>13. Eye contact</li> <li>14. Posture</li> <li>15. Staging</li> <li>16. Audience</li> </ol> </div> </div>
	<p><b>The big questions</b></p> <div style="display: flex; justify-content: space-between;"> <ol style="list-style-type: none"> <li>1. What are the conventions of Melodrama?</li> <li>2. What are the stock characters in Melodrama?</li> <li>3. How can we learn lines in a script?</li> <li>4. What makes an effective Melodrama performance?</li> </ol> <ol style="list-style-type: none"> <li>5. How can we effectively multirole?</li> </ol> </div>		
<b>Implement</b>	<p><b>Order of learning</b></p> <p><b>Lesson 1- Still Image and Mime</b></p> <ol style="list-style-type: none"> <li>1. Whole class discussion – what is Melodrama? Give students the history and main conventions of Melodrama including style and stock characters.</li> <li>2. Students complete 'Grid Lock' as stock characters looking at exaggeration in characterisation.</li> <li>3. In groups, students rehearse a short, Melodrama script. Focus on exaggerated characterisation and clear stock characters.</li> <li>4. Perform and feedback.</li> </ol> <p><b>Lesson 2- Still Image and Mime</b></p> <ol style="list-style-type: none"> <li>1. Grid Lock to recap stock characters</li> <li>2. Teacher models the main stock gestures to convey emotion in Melodrama</li> <li>3. Students in groups, rehearse 'scene 1' of their assessment script. They must bring the script to life using mime and must include at least one stock gesture per character.</li> <li>4. Perform and feedback</li> </ol> <p><b>Lesson 3- Still Image, Mime, Multirole</b></p> <ol style="list-style-type: none"> <li>1. Grid Lock to recap stock characters and gestures</li> <li>2. Students in their groups, rehearse 'scene 2' of their assessment script. They must bring the script to life using mime and must include at least one stock gesture per character.</li> <li>3. Students rehearse scene 1&amp;2 together, adding in a transition between them using a drama technique of their choice. All students must multirole as new characters in scene 2.</li> <li>4. Perform and feedback</li> </ol> <p><b>Lesson 4- Still Image, Mime, Multirole</b></p> <ol style="list-style-type: none"> <li>1. Students in their groups, rehearse 'scene 3' of their assessment script. They must bring the script to life using mime and must include at least one stock gesture per character.</li> <li>2. Students rehearse scene 1,2 and 3 together, adding in a transition between 2/3 using a drama technique of their choice. All students must multirole as new characters in scene 3.</li> <li>3. Perform and feedback</li> </ol> <p><b>Lesson 5- Practical Assessment</b></p> <ol style="list-style-type: none"> <li>1. Assessment rehearsal 10mins</li> <li>2. Perform for assessment</li> </ol> <p><b>Lesson 6- Written Assessment</b></p> <ol style="list-style-type: none"> <li>1. Written assessment peer and self-assessment. Exam conditions.</li> <li>2. Teacher to model an improved written response. Students use purple pen to rewrite and restructure their responses on their Teams Assignment.</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>Teacher to model stock characters and gestures</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>Semiotics to be used such as lighting changes.</p> <p>Stretch and challenge students to analyse further in their written responses.</p>

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 in booklets 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><b>Homework</b> Half lunch group rehearsal</p>	<p><b>Feedback</b> 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> 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>	