

NHSG Key Stage 3 Unit Overview for Drama Autumn 2



Year 7 Ensemble Theatre	Ensemble Students are seen 2 x a fortnight.
Learning Outcomes	<p>End Product: A short ensemble performance based on a Greek Chorus speech. Performances will last between 2-5 minutes long.</p> <p>Subject Content: Knowledge and understanding of the significance of the style and how it links to modern day theatre/performance practices.</p> <p>Skill Set: The ability to work as an ensemble, using cannon and unison effectively. This requires the development of spatial awareness and physical/vocal Skills.</p>
Key Questions	<p>How does Theatre styles from the past influence current practices?</p> <p>How do choral movement and choral speaking help develop an interesting performance?</p>
Knowledge	<p>Concepts: Ensemble Theatre and the 'Chorus', when, how and why to use these techniques.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Performance Skills: Development of a non-naturalistic character (Body language: Posture, gait, stance, gesture, Facial expressions, demeanour, interaction, exaggeration. Vocal Skills: Pitch, Pace, Power, Volume, Tone. • Cannon, unison and choral speech • Communication/Organisation <p>Terminology:</p> <ul style="list-style-type: none"> • Techniques: unison, cannon, choral speech, intonation, extension, states of tension • Skills: Pitch, pace, power, pause tone, power, ensemble • Mediums: Rhythm, pace, tempo, tension, Levels, use of space, proxemics
Ongoing Assessment	<p>Formative assessment:</p> <p>Every lesson hands down questioning and a do now/recall task will be used.</p> <p>Per lesson at least two of the following techniques will be used: Exit tickets, synthesis (practical application), self-assessment, peer review, exit post it notes, self-reflection journaling</p> <p>Misconceptions addressed: During practical work teacher will circulate focusing on application of skills and adjust through modelling.</p> <p>Homework:</p>



	Live Theatre Analysis – written analysis of successful moments in their own piece
Key Assessment	<p>Summative Assessments: Creating mark assessed throughout (formative check-ins) to identify HOW they are working within their groups, the way in which they are utilising the learnt techniques.</p> <p>Self-Assessment against rehearsal criteria to identify their success within the devised process.</p> <p>Peer Assessment of the final performance to identify from a peer the success of the devised performance.</p> <p>Written reflection of a Bookmark MAC (make a change), a target developed over time to identify if it was achieved within the final performance.</p> <p>A formal Teacher Assessment, marked against creating and performing criteria, is given which provides an overall colour linked to criteria, informing data entry points. <i>Data is tracked in a rolling document throughout the year for all assessments, so we have an accurate representation of the pupil across different topics.</i></p>
Clear sequencing of content	<p>Narrative</p> <p>Summer 1 L1 Introduction to Greek Theatre, theatre history and the ensemble L2 Choral Speaking and Line Story L3 Exploration of ensemble movement – The Sound Collector L4 Exploration of a Greek Choral Speech L5 Rehearsals of a Greek Chorus L6 Final Rehearsals and Perform for formal assessment</p> <p>Themes/ Concepts that are built upon Understanding and exploration of where theatre originates from and the impact that ensemble theatre can have. We will also explore how it developed throughout theatre history and is used today.</p> <p>Help Future Learning</p>

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	<p>Over the 3 years of KS3 the aim is to create a specific vocabulary that pupils can use when devising and reflecting on performance which will support their understanding at GCSE. All resources are shared on Sharepoint and accessible as they move up through the years.</p> <p>Building confidence when working with others and presenting work.</p> <p>Systematic Building of Vocabulary</p> <p>Pupils will add to their toolkit in their drama lesson. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i></p> <p>Pupils are proactively asked to use these skills and techniques in practice. Physical evidence of them in performance can support their understanding of the definition.</p>
Links to Careers	Performer
Diversity and Inclusion	<p>When introducing key techniques pictures/videos exemplifying the skill/technique will come from an inclusive range of people where possible.</p> <p>As this SOL explores theatre from different times and places it allows for exploration of different cultures and heritages.</p>
Support	Power Points are available for each lesson on the Drama Share Point.
Challenge	<p>Challenge levels are used within every lesson to scaffold with the lowest challenge level supporting those who find the particular skill difficult and the top challenge level stretching the most able. Students are encouraged</p> <p>Research/Wider Reading/Examples of Ensemble:</p> <p>Creating an Ensemble - YouTube</p> <p>BBC Learning: Ensemble Acting - YouTube</p> <p>An Introduction to Greek Theatre - YouTube</p>