

NHSG Key Stage 3 Unit Overview for Drama: Autumn 1



Year 7 Autumn 1	Key Skills: Introduction to the Building Blocks of Drama
Learning Outcome	A short-devised piece that incorporates several of the building blocks to create an interesting piece. These will be based on Fairy tales initially and, through the learnt building blocks, will become a new and interesting version of their given fairy tale. Performances will last between 2-4 minutes long. Subject Content: Knowledge and understanding of how to devise from a stimulus using learnt strategies and mediums and how to deduce intention and impact for an audience. Practical application of how to effectively work as a team. Skill Set: Development of an interesting story/performance, which utilises the Building Blocks of Drama, which requires the development of physical and vocal skills, teamwork, communication and problem solving.
Key Questions	How does the application of Drama Strategies and Mediums impact a performance?
Knowledge	Concepts: Structure of a successful story/scene. Skills: • Performance Skills: Development of a non-naturalistic character (Body language: Posture, gait, stance, gesture, Facial expressions, demeanour, interaction Vocal Skills: Pitch, Pace, Power, Volume, Tone) • Application of Drama Strategies and Drama Mediums. • Communication/Organisation Terminology: • Strategies: Still images, thought tracking, narration, hot seating, marking the moment, split stage, cross-cutting, role play • Devising: Scene Structure, interpretation, intention, impact • Mediums: Underscoring, Atmosphere, Levels, use of space, proxemics
Ongoing Assessments	Formative assessment: Every lesson use of hands down questioning and a do now/recall task will be used. 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 Misconceptions addressed: During practical work teacher will circulate focusing on application of skills and adjust through modelling. Homework: Creation of Glossary poster.

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	Rehearsal for performance
Key Assessments	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. Self-Assessment against rehearsal criteria to identify their success within the devised process. Peer Assessment of the final performance to identify from a peer the success of the devised performance. A formal Teacher Assessment, marked against creating and performing criteria, is given which provides an overall mark out of 20, linked to performance 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>
Clear sequencing of content	Narrative Autumn 1 L1 Rules and Expectations of the Drama Classroom. Introduction to Sill Images and Fairy Tales L2 Introduction to Thought Tracking and Narration in conjunction with the fairy tale from last lesson L3 Exploration of Hot Seating and Role Play L4 Exploration of Cross- Cutting and Split Stage L5 Exploration of Marking the Moment and final performance rehearsals L6 Final Rehearsals and Perform for formal assessment Themes/ Concepts that are built upon This is the first unit year 7's will be introduced to, therefore setting down the ground work for a safe, inclusive and productive class. Focus will be on the importance of communication and actor intention and impact. Help Future Learning 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. Building confidence when working with others and presenting work.

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	Systematic Building of Vocabulary Pupils will create a toolkit in their first drama lesson to which they will add to throughout key stage 3. 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> 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.
Links to Careers	Directing, performing, sound and set technicians
Diversity and Inclusion	When introducing key techniques pictures exemplifying the skill/technique will come from an inclusive range of people.
Support	Power Points are available for each lesson on the Drama Share Point.
Challenge	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.