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| Year 8 Unit 2 - Drama |  | | | | | |
| **Enquiry Question: How might words be brought to life?** | | | | | | |
| **Unit title: Page to Stage**  **Why now?** Students are at the point in their Drama journey at LPS where they can apply the skills and knowledge they have learnt so far and apply them to a whole play. We look at the social and cultural context of gang culture, peer pressure, and power. There are cross-curricular links with English (the play *DNA* features in the Summer term), as they begin to develop a sense of context when considering a play – the social, cultural and historical context of the playwright and the time it was written. There is new learning based on stage configurations, and retrieval of knowledge from Yr 7 on both Characterisation, Stanislavski and character objectives with a focus on script portrayal and the learning of lines, all of which are starting points for direct links to GCSE level Drama. | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | Vocabulary  *(Tier 2 and 3)* | Home Learning | Assessment | Extra Resources  Extended Reading | Cultural Capital |
| The following elements of script work:  Reading & understanding a script & stage directions  Building characterisation via objectives  Stage configurations  Social & Cultural Context as important features in a play | **Create** performances of scripted scenes (stage directions, physical theatre moments, scenes for different stage types)  **Perform** script extracts with lines memorised, clear characters with objectives.  **Respond** to extracts performed in different stage types, and physical theatre moments (WWW & EBI, peer and self-reflection, respect & appreciation).  Work together using communication skills, control, cooperation and confidence. | Objective  Stanislavski  Practitioner  Memorised  Context  Configuration  Traverse  Thrust  In the round  Social  Cultural | Students will be asked to meet & rehearse with their group outside of lesson, ready for performance.  Unit Overview sheet to complete at home.  Learning of lines from certain script extracts.  Completion of Unit Overview & Self Evaluation.  Use of Google Classroom. | Regular monitoring of transferable skills in rehearsal.  Regular monitoring of performance skills (students perform every lesson).  End of unit performance & responding assessment. | Watch ex Yr 11 performance extracts of *DNA* or other live versions.  *Mugged* by Andrew Payne  *Creative Story Writing* | Chain Reaction Theatre Company  (many LPS students attend Theatre Club)  LPS School Production involvement |