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| Year 9 Project 1 - Drama |  | | | | | |
| **Enquiry Question: How can we theatrically present real people’s views?** | | | | | | |
| **Unit title: Devising**  **Why now?** With a strong foundation of skills and knowledge, students are of an age where they can engage and respond to stimuli as a starting point to making Drama. The stimulus is kept current and engaging, and can change year on year and class on class too (depending on cohort), links are made to Citizenship, RSE & Geography. They have also worked on confidence and taking risks in Drama lessons in Year 7 and 8, with an acknowledgement and appreciation of different ways to present Theatre based on different styles and practitioners. This means they can approach the devising techniques at the start of the unit with imagination, creativity and professionalism. Later in the unit, students devise their own piece of Theatre using the knowledge and skills that they have gained in Yr 8. Students are introduced to the Verbatim style of Theatre and use their own research and collection of real peoples accounts to create a believable and thought-provoking piece of Drama. The Paper Birds Theatre company are used as influential practitioners, building a bank of Theatre Making strategies & inspiration for GCSE and beyond. | | | | | | |
| **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 devising work:  What a stimulus is and how it can be used to create Drama (song, poem, image, news article)  Carry out research  Pape rBirds Devising techniques:  Spontaneous Improvisation  Verbatim Theatre  Approaches to writing  Physicality & Movement  Framing your work  Develop ideas (own & collaborating with others), considering…  Evaluate process | **Make** scenes based on a stimulus and Paper Birds devising techniques, develop & refine existing scenes using own & collaborative ideas.  **Perform** devised scenes that have been refined  **Respond** to devised scenes by offering amendments and reflect on personal process  Work together using communication skills, control, cooperation and confidence. | Stimulus  Devised  Collaborate  Consider  Structure  Atmosphere  Influence  Refine  Amend  Process | Personal research.  Personal reflection.  Students will be asked to meet & rehearse with their group outside of lesson, ready for performance.  Unit Overview sheet to complete at home.  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-Year 11 devised performances and TOLs examples to inspire  Devising Log extracts from ex-Year 11 students  BBC Bitesize – Devising Drama | Chain Reaction Theatre Company  (many LPS students attend Theatre Club) |