|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 8 Project 2 - Drama |  | | | | | | |
| **Enquiry Question: Why do we need a stimulus as a starting point for creating drama?** | | | | | | | |
| **Unit title: Devising**  **Why now?** With a good foundation of skills and knowledge, students 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. This SoL will build on all the previous learning and introduce Yr8 to a variety of stimulus to spark their imaginations and include new and different ways to present Theatre that includes a variety of skills and dramatic convention. 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. | | | | | | | |
| **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 |
| What a stimulus is and how it can be used to create Drama (song, poem, image, news article)   1. Music - A Team   Issues around homelessness and destitution. Creating a performance using Flash-back, montage and mime to communicate meaning.   1. Poetry – Indian Tree   Exploring the meaning of the poem and how human nature hasn’t changed in 12 centuries and essentially doesn’t. Creating a performance using storytelling, narration and choral speaking to communicate meaning.   1. Image – Witch Hunts of 1800s.   Story telling through drama of historical events. Explore through still-images. Creating a Performance structure, narrative and characterisation to communicate meaning. | | **Make** scenes based on a stimulus techniques, develop & refine existing scenes using own & collaborative ideas.  **Perform** devised performances that have been refined  **Respond** to devised performances by offering amendments and reflect on personal process  Work together using communication skills, control, cooperation and confidence. | Stimulus  Devised  Collaborate  Consider  Structure  Still-images  Narration  Choral speaking  Refine  Amend  Process | Meet & rehearse with their group outside of lesson, ready for performance.  Completion of Unit Overview, self-evaluation & Knowledge text  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) |