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| Year 7 Unit 2 - Drama |  | | | | | |
| **Enquiry Question: What is empathy? Why is it important in Drama and in life?** | | | | | | |
| **Unit title: Brave New World**  **Why now?** After the transition from primary to secondary starts to settle and students are familiar with the basics of Drama and the rules and routines of the studio, it is important to link developing skills and knowledge to context. This unit offers students their first experience in working from a stimulus. We use images, news articles, adverts and real life stories of refugee’s (the stimuli change year on year to make it as current and engaging with the real world as possible). By the end of the unit, students will have developed transferable skills such as empathy, curiosity, and understanding and specific Drama skills such as frozen picture, thoughts aloud and monologue and how they can be used to communicate meaning and reveal character. | | | | | | |
| **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 |
| Using a stimulus to –  Explore the issues a refugee child might face  Facilitate understanding of how space, body language, levels and facial expression communicate meaning  Use frozen picture to structure, edit and select narrative  Introduce monologue as a dramatic technique, a means of revealing character and point of view  Develop basic group work and presentation skills  Begin to develop their Drama vocabulary | **Create** Frozen picture, thoughts aloud, monologue, improvised and scripted (extracts from *The Container*).  **Perform** Drama (Basic Performance skills, Vocal skills, Physical skills, Space).  **Respond** to Drama (WWW & EBI, peer and self-reflection, respect & appreciation).  Work together using communication skills, control, cooperation and confidence. | Stimulus  Empathy  Communicate  Narrative  Monologue  Frozen Picture  Expression | Research real-life refugee stories to use as inspiration for creating Drama.  Writing of a monologue.  Students will be asked to meet & rehearse with their group outside of lesson, ready for performance.  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 monologue writing & performance assessment. | BBC bitesize Drama pages.  Research and read real-life refugee stories from young people. | Read & Watch the news and keep up to date with worldwide issues.  Spotlight Centre & The Half Moon Theatre – students are encouraged to sign up to clubs and youth theatre’s at these local organisations that the school is partnered with. |