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| Year 7 Unit 3 - Drama |  | | | | | |
| **Enquiry Question: Is there such a thing as pure evil?** | | | | | | |
| **Unit title: Sweeney Todd**  **Why now?** An important part of a Drama & Theatre education is the study of a play text. This is the first experience of that for a Langdon Park student, and using both TIR & SIR (Teacher/Student In Role), we explore the engaging and exciting story of the demon barber of Fleet Street! Students have built prior knowledge on narrative, characters, stories and scripts as starting points and key skills to perform. We now develop these skills – identifying physical and vocal skills needed for successful characterisation and introduce new ideas like hot-seating, rolling montage and character objective (introducing practitioner Stanislavski). | | | | | | |
| **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 story and key characters of Sweeney Todd.  A basic knowledge of London in the 1800s and the social & historical context of the play.  Teacher & Student in role & Independent Enquiry (Hot Seating)  Characterisation - Physical & Vocal skills  Performing an extract of a script from Sweeney Todd convincingly  Character objectives - Stanislavski | **Create** TIR/SIR, rolling-montage, scripted & improvised, hot-seating.  **Perform** Basic Performance skills, Vocal skills, Physical skills, Space, clear character objective.  **Respond** to Drama (WWW & EBI, peer and self-reflection, respect & appreciation).  Work together using communication skills, control, cooperation and confidence. | Rolling Montage  Hot-seat/seating  In-role  Role-play  Multi-role  Convincing  Objective | Research 1800’s London.  Prepare Hot-Seat questions for the important interview of Miss Lovett & Sweeney Todd.  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  performance & responding assessment. | *Hetty Feather,* Jacqueline Wilson  *Street Child,* Berlie Doherty  *Oliver Twist,* Charles Dickens *(Book & Film)*  *The Victorian Empire, Knowing History,* Robert Peel  Images & films online of Victorian London | Learning about London in the 1800’s.  Cross-curicular oppurtunities with History & English.  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. |