

Year 7 Unit 3 Drama Overview – Evacuation

Completion date during fortnight of 6th July 2020

You will learn about:

- How to use a historical stimulus and facts to create a piece of drama
- How you can incorporate new dramatic conventions into the drama to make it a more exciting piece.
- How to consider the audience when creating drama.
- How to create and sustain a character in role.

You will be able to

- Work co-operatively within groups to create an extended piece of drama for an audience.
- Use facts, images, dramatic conventions and creativity to create an original piece of drama based on a theme.
- Sustain a character you have created in role.
- Talk and record in books, using drama language, about the work you have created.

	Self Assessment																
	<u>Start</u>	<u>End</u>															
<p>Unit Overview</p> <p>I know and can use Freeze Frames in my drama as a way of showing the audience a specific moment of focus.</p> <p>I know what ‘statements’ are as a dramatic technique.</p> <p>I can use narration accurately to tell a story talking clearly and directly to an audience.</p> <p>I can successfully communicate a story through use of physical skills.</p> <p>I can create a mini monologue to support my character and deliver this with confidence.</p> <p>I can reflect on teacher feedback throughout the term and set targets to improve for assessment.</p> <p>I can sustain a character, in role, for the duration of a piece of drama.</p>			<p>Key Words</p> <p>Characterisation - is the concept of creating characters for a narrative. Characters may be presented by means of description, through their actions, speech, thoughts and interactions with other characters.</p> <p>Style – Different ways of creating drama.</p> <p>Freeze Frame – A still image, like a photograph, to show a moment in time.</p> <p>Narration – Where one or more people narrate a scene to give the audience more information and understanding.</p> <p>Monologue - is any speech of some duration addressed by a character to a second person. A character directly addresses an audience or speaks their thoughts aloud while alone or while the other actors keep silent.</p> <p>Blocking – The action of deciding where people stand on stage, to be seen and for focus.</p> <p>Performance Skills – The different required elements to create a successful character.</p>														
<table border="1"> <tbody> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Note-making</td> <td></td> </tr> <tr> <td>Group work & discussion</td> <td></td> </tr> <tr> <td>Memorisation</td> <td></td> </tr> <tr> <td>Precision & accuracy</td> <td></td> </tr> <tr> <td>Independence</td> <td></td> </tr> <tr> <td>Reflection</td> <td></td> </tr> </tbody> </table>	Research		Note-making		Group work & discussion		Memorisation		Precision & accuracy		Independence		Reflection				<p>Cross curricular</p> <p>SMSC: Working collaboratively within a group to be creative and imaginative. Looking at WW2.</p> <p>Literacy: Writing targets, feedback and progress in books using full sentences. Writing a formal letter to home as an evacuee in the countryside.</p> <p>Numeracy: Counting the beats of a rhythm pattern to support use of pace when delivering dialogue. Being aware of timings and counts when working as a chorus to ensure everyone moves at the same time.</p>
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