

## Year 7 Unit 2 Drama Overview – Evacuation

Completion date during fortnight of 19<sup>th</sup> March 2018.

### 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><b>Unit Overview</b></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 can action a Freeze Frame and bring it to life.</p> <p>I know what ‘statements’ are as a dramatic convention.</p> <p>I can use narration accurately to tell a story talking clearly and directly to an audience.</p> <p>I know what a ‘soundscape’ is as a dramatic convention.</p> <p>I am aware of how to use ‘Face out’ and ‘cue’ when blocking a piece of drama.</p> <p>I can sustain a character, in role, for the duration of a piece of drama.</p>			<p><b>Key Words</b></p> <p><b>Characterisation</b> - 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><b>Stimulus</b> – A starting point.</p> <p><b>Genre</b> - a style or category</p> <p><b>Style</b> – Different ways of creating drama.</p> <p><b>Soundscape</b> - Using their voices, the group paints a soundscape of a particular theme or mood to set the scene for performance.</p> <p><b>Freeze Frame</b> – A still image, like a photograph, to show a moment in time.</p> <p><b>Narration</b> – Where one or more people narrate a scene to give the audience more information and understanding.</p> <p><b>Blocking</b> – The action of deciding where people stand on stage, to be seen and for focus.</p> <p><b>Performance Skills</b> – The different required elements to create a successful character (physicality, facial expression, eye contact, Voice – Pace, pitch, tone, volume, use of pause)</p>
<p><b><u>Suggested reading/websites:</u></b></p> <p><b>Google</b> – Looking at a range of genres and the required elements.</p> <p><b>You Tube</b> – Watch video examples of different genres in drama.</p> <p><b>BBC Bitesize</b> – Drama and History (for dramatic conventions and facts about WW2 Evacuation)</p>			<p><b><u>Cross curricular</u></b></p> <p><b><u>SMSC:</u></b> Working collaboratively within a group to be creative and imaginative.</p> <p><b><u>Literacy:</u></b> Writing targets, feedback and progress in books using full sentences. Writing a formal letter to home as an evacuee in the countryside.</p> <p><b><u>Numeracy:</u></b> 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>