

DRAMA-YEAR 8-TERMS 5 and 6-DEVISING DRAMA

To learn how to create and develop ideas to communicate meaning in a devised performance by responding to a range of stimuli.

To revise all devising drama techniques and demonstrate knowledge of a wide range of these in performance.

This feeds on from Term 2, Year 7.

This feeds forward to Terms 5 and 6, Year 9, and Component 2 GCSE Drama.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb)</u>	<u>Homework/Literacy Map</u>
<u>Week 1:</u> For students to be to DESCRIBE how to respond creatively to a stimulus.	To respond creatively to a poem as a stimulus. This feeds on from experience of reading poetry in English. This feeds on to Component 2 GCSE Drama.	Introduce: FREEZEFRAME SOUNDSCAPE SLOW MOTION	Read The Lesson by Roger McGough. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of FREEZEFRAME, SOUNDSCAPE, SLOW MOTION. Small groups respond creatively to devise drama from the stimulus.	
<u>Week 2:</u> _To be able EXPLAIN HOW to develop and refine ideas.	To respond creatively to song lyrics as a stimulus. To be able to develop and refine ideas. This feeds from Lesson 1. This feeds on to Year 9, Term 5, and GCSE Component 2.	Retrieve: FREEZEFRAME SOUNDSCAPE SLOW MOTION Introduce: MIME	Read She’s Leaving Home lyrics. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of	

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		CHORAL SPEAKING SPLIT ROLE	CHORAL SPEAKING SPLIT ROLE MIME. Small groups respond creatively to devise drama from the stimulus. Discuss how to develop and refine ideas.	
<u>Week 3:</u> To be able to EVALUATE HOW to communicate these ideas in performance.	To respond creatively to visual images as a stimulus. To be able to develop and refine ideas. To be able to communicate these ideas in performance. Feeds on from Lessons 2 and 3. Feeds forward to DEVISING DRAMA Year 9 and GCSE Component 2.	Retrieve: FREEZEFRAME SOUNDSCAPE SLOW MOTION MIME CHORAL SPEAKING SPLIT ROLE Introduce: MULTI ROLE	Students to view selection of paintings displayed around the studio. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of Techniques offered by students. Small groups respond creatively to devise drama from their selected painting stimulus. Groups perform some ideas.	
WEEK 4 To be able to ANALYSE and EVALUATE their own contribution and that of others.	To respond creatively to visual images as a stimulus. To be able to develop and refine ideas. To be able to communicate these ideas in performance. To be able to analyse and	Retrieve: FREEZEFRAME SOUNDSCAPE SLOW MOTION MIME CHORAL SPEAKING SPLIT ROLE	Students to view a selection of photos displayed around the studio. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of	

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	<p>evaluate their own contribution and that of others.</p> <p>Feeds on from Lessons 2, 3 and 4.</p> <p>Feeds forward to DEVSING DRAMA Year 9 and GCSE Component 2.</p>	<p>MULTI ROLE</p> <p>Introduce:</p> <p>FLASHBACK</p>	<p>Techniques offered by students.</p> <p>Small groups respond creatively to devise drama from their selected photo stimulus. Groups perform some ideas and analyse and evaluate their own contribution and that of others.</p>	
<p><u>Week 5</u></p> <p>To be able GIVE examples of WHAT and HOW to develop and refine ideas and communicate these ideas in performance.</p>	<p>To respond creatively to an object as a stimulus. To be able to develop and refine ideas.</p> <p>To be able to communicate these ideas in performance.</p> <p>To be able to analyse and evaluate their own contribution and that of others.</p> <p>Feeds on from Lessons 2, 3 and 4.</p> <p>Feeds forward to DEVSING DRAMA Year 9 and GCSE Component 2.</p>	<p>Retrieve:</p> <p>FREEZEFRAME</p> <p>SOUNDSCAPE</p> <p>SLOW MOTION</p> <p>MIME</p> <p>CHORAL SPEAKING</p> <p>SPLIT ROLE</p> <p>MULTI ROLE</p> <p>FLASHBACK</p> <p>Introduce:</p> <p>FLASHFORWARD</p>	<p>Students to view a selection of objects displayed around the studio. Discuss ideas. Use Forum Theatre to explore ideas for devising drama. Teacher models use of Techniques offered by students.</p> <p>Small groups respond creatively to devise drama from their selected photo stimulus. Groups perform some ideas and analyse and evaluate their own contribution and that of others.</p>	
<p><u>Week 6- 12</u></p> <p>To be able to EVALUATE WHY they would develop</p>	<p>To respond creatively to a stimulus of their choice. To be able to develop and refine</p>	<p>Refer students to the full range of devising</p>	<p>Students discuss ideas for how to respond to this stimulus. Small groups</p>	

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<p>and refine WHICH ideas and communicate these ideas in performance. To be able to ANALYSE and EVALUATE their own contribution and that of others.</p>	<p>ideas. To be able to communicate these ideas in performance. To be able to analyse and evaluate their own contribution and that of others.</p> <p>This feeds on from all lessons this term.</p> <p>This feeds forward to Year 9 terms 5 and 6 and GCSE Component 2.</p>	<p>techniques displayed on the window in studio.</p>	<p>devise, rehearse, develop and refine over the 5 weeks then perform and evaluate their pieces.</p>	
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