

DRAMA-YEAR 9- CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME-TERMS 1 and 2.

In this unit students will develop their knowledge and understanding of the characteristics of this play and it's social, cultural and historical contexts. They will learn how meaning is communicated in performance of the script and be able to discuss the drama using theatre terminology appropriately.

This feeds on from their study of 'The Terrible Fate of Humpty Dumpty' by David Calcutt, in Year 7, and 'Mugged' by Andrew Payne, in Year 8.

This feeds forward to GCSE Component 1- Study of a set play 'Blood Brothers' by Willy Russell.

<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 DESCRIBE HOW a playwright can engage an audience with an opening scene.	To understand episodic structure and begin to know how to take on a character using PHYSICAL and VOCAL SKILLS effectively. Feeds on from 'Pantomime', Year 7, and 'Melodrama', Year 8. Feeds forward to GCSE Component 3.	Retrieving: EPISODIC CHARACTERISATION TONE PITCH EMPHASIS GESTURE POSTURE MOVEMENT DIALOGUE	Part reading opening pages (to page 14). Discuss structure and characters. Use Forum theatre to block a short extract, modelling how to block a script. Pairs block, rehearse and perform a short script extract. Evaluate use of PHYSICAL and VOCAL SKILLS.	
<u>Week 2:</u> For students to EXPLAIN HOW to take on the role of the character of Christopher.	To understand the drama technique of SPLIT SCENE and to begin to know how to use the space imaginatively and effectively using ACTION and FREEZEFRAME. Feeds on from Year 7 'Intro to Drama'.	Introducing: SPLIT SCENE SPATIAL AWARENESS LEVELS Retrieving: PROXEMICS FREEZEFRAME	Part reading (pages 14-20). Small groups create a travelling scene through different settings using SPLIT SCENE and FREEZEFRAMES. Show and evaluate.	

Vocab Bank

	Feeds forward to GCSE COMPONENT 3.	MULTIROLE		
<u>Week 3:</u> For students to TAKE ON A ROLE in a PAGE to STAGE exercise and EVALUATE HOW they use PHYSICAL and VOCAL skills.	To develop an understanding of and skills in BLOCKING and REHEARSING script to performance. Feeds on from 'Pantomime' in Year 7, and 'Melodrama', Year 8. Feeds forward to GCSE Component 3.	Retrieving: DUOLOGUE CHARACTERISATION TONE PITCH VOLUME EMPHASIS FACIAL EXPRESSION GESTURE POSTURE PROXEMICS	Part read pages 20-31. Pairs select a short extract to BLOCK, REHEARSE and PERFORM. Evaluate use of PHYSICAL and VOCAL SKILLS and SPACE.	
<u>Week 4:</u> For students to EXPLAIN HOW to use PHYSICAL THEATRE TECHNIQUES.	To develop an understanding of how movement can be used in an abstract, symbolic way in conjunction with narration. Feeds forward from 'Darkwood Manor', Year 7, and 'Chicken', Year 8. Feeds forward to GCSE Component 2.	Introducing: PHYSICAL THEATRE CONTACT LEVELS NARRATOR SPLIT NARRATION CHORAL NARRATION 1 ST PERSON NARRATION 3 RD PERSON NARRATION	Part read pages 32-48. Large groups create a PHYSICAL THEATRE sequence showing a search. Use FORUM THEATRE to model ideas. Show and evaluate using NARRATION.	
<u>Weeks 5 -7 :</u> For students to understand how to work as an ensemble and DESCRIBE WHAT this means.	To develop an understanding of how actors can work as an ensemble to create abstract, symbolic and non- naturalistic PHYSICAL THEATRE.	Retrieving: ENSEMBLE PHYSICAL THEATRE CONTACT LEVELS NARRATION SOUNDSCAPE	Part read pages 50-59. Show film clips of NT Curious rehearsals. Large groups work as an ensemble to create a London street scene using techniques listed.	

Vocab Bank

	<p>Feeds on from 'Darkwood Manor', Year 7, 'Chicken Year', 8.</p> <p>Feeds forward to GCSE Component 2.</p>	<p>CHORAL SPEECH</p> <p>CHORAL MOVEMENT</p>		
<p><u>Week 8:</u> For students to develop further understanding of how to work as an ensemble and EXPLAIN HOW they are doing this.</p>	<p>To develop an understanding of how actors can work as an ensemble to create abstract, symbolic and non- naturalistic PHYSICAL THEATRE.</p> <p>Feeds on from 'Darkwood Manor' Year 7, 'Chicken', Year 8.</p> <p>Feeds forward to GCSE Component 2.</p>	<p>Retrieving:</p> <p>ENSEMBLE</p> <p>PHYSICAL THEATRE</p> <p>CONTACT</p> <p>LEVELS</p> <p>NARRATION</p> <p>SOUNDSCAPE</p> <p>CHORAL SPEECH</p> <p>CHORAL MOVEMENT</p>	<p>Part read p.59-67</p> <p>Large groups work as an ensemble to develop their London street scene using techniques listed.</p>	
<p><u>Week 9:</u> For students to take on a role in a page to stage exercise and DESCRIBE and EVALUATE their VOCAL and PHYSICAL acting technique.</p>	<p>To develop skills in VOCAL and PHYSICAL acting technique.</p> <p>Feeds on from Year 7, 'Terrible Fate of Humpty Dumpty', and Year 8 'Mugged'.</p> <p>Feeds forward to GCSE Component 3.</p>	<p>CHARACTERISATION</p> <p>TONE</p> <p>PITCH</p> <p>VOLUME</p> <p>EMPHASIS</p> <p>FACIAL EXPRESSION</p> <p>GESTURE</p> <p>POSTURE</p> <p>MOVEMENT</p>	<p>Vocal Warm ups.</p> <p>Part read p.75-end</p> <p>Pairs/3s BLOCK and REHEARSE section of script. PERFORM and evaluate.</p>	
<p><u>Weeks 10-13:</u> For students to devise their own original Christmas themed drama and NAME a</p>	<p>To demonstrate knowledge of all devising techniques studied this term through the exploration of Curious Incident of the Dog in the</p>	<p>Retrieving:</p> <p>SPLIT SCENE, SPATIAL AWARENESS, LEVELS PROXEMICS,FREEZEFRAME</p> <p>ENSEMBLE,PHYSICAL THEATRE,CONTACT</p>	<p>Discussion of techniques used this term.</p> <p>Small groups devise, develop, refine and polish a 10 minute Christmas themed original drama.</p> <p>Perform and evaluate.</p>	

Vocab Bank

range of techniques chosen GIVING reasons for their choices.	Night-time. Feeds on from Year 7, 'Terrible Fate of Humpty Dumpty', and Year 8, 'Mugged'. Feeds forward to GCSE Component 2.	SOUNDSCAPE, CHORAL SPEECH, CHORAL MOVEMENT SPLIT NARRATION CHORAL NARRATION 1 ST PERSON NARRATION 3 RD PERSON NARRATION MULTIROLE, PROXEMICS		
--	---	---	--	--

Vocab Bank