

DRAMA- YEAR 9-Terms 3 and 4-The Exam-Andy Hamilton

To develop as effective, creative, independent and reflective drama students who are able to make informed choices in process and performance.

This feeds on from Year 8, Terms 3 and 4, and Year 7, Terms 5 and 6.

This feeds forward to GCSE Drama Component 1.

<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>
<p><u>Week 1:</u> To explore the play and DESCRIBE the social, cultural and historical contexts. To work collaboratively to generate, develop and communicate ideas and EVALUATE HOW GESTUS CAN BE USED.</p>	<p>To understand how to use the Brechtian technique of GESTUS. This feeds on from 'Pantomime', Year 7, and 'Melodrama', Year 8. This feed on to GCSE Component 2.</p>	<p>Introducing: GESTUS BRECHT POLITICAL THEATRE BREAKING FOUTH WALL</p>	<p>Whole class part read scene 1 'The Exam'. Use Forum Theatre to explore GESTUS using pages 7-9 Discussion of Brecht. Small groups create own scene using GESTUS. Show and evaluate.</p>	
<p><u>Week 2:</u> To explore the play and EXPLAIN the social, cultural and historical contexts. To work collaboratively to generate, develop and communicate ideas ANALYSE WHICH aspects are NATURALISTIC and WHICH are NON NATURALISTIC.</p>	<p>To understand how to create transition scene changes from naturalistic to non- naturalistic scenes. This feeds on from 'Pantomime', Year 7, and 'Melodrama', Year 8. This feed on to GCSE Component 2.</p>	<p>Retrieving: GESTUS BRECHT POLITICAL THEATRE BREAKING FOUTH WALL</p> <p>Introducing: NATURALISM NON NATURALISM</p>	<p>Whole class part read scene 1 pages 10-39. Create a scene which includes both naturalistic and non-naturalistic episodes with a transition between the two styles.</p>	

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<p><u>Week 3:</u> To explore the play and EVALUATE the social, cultural and historical contexts. To work collaboratively to generate, develop and communicate ideas and DESCRIBE WHICH techniques could be used and HOW.</p>	<p>To develop and demonstrate an understanding of how to use naturalistic and non- naturalistic styles in drama.  This feeds on from 'Pantomime', Year 7, and 'Melodrama', Year 8.  This feeds forward to GCSE Component 2.</p>	<p>Introducing:  EPISODIC  VOICEOVER</p> <p>Retrieving:  GESTUS  MIME  TABLEAUX  BREAKING FOURTH  WALL</p>	<p>Whole class part read scene 2 pages 36-60.  Discuss social and cultural contexts of play.  Small groups storyboard ideas for a drama exploring similar themes and issues.</p>	
<p><u>Week 4:</u> To explore the play and gain an understanding of the social, cultural and historical contexts. To work collaboratively to generate, develop and communicate ideas and EXPLAIN WHY you have chosen to use certain techniques.</p>	<p>To develop and demonstrate an understanding of how to use naturalistic and non- naturalistic styles in drama.  This feeds on from 'Pantomime', Year 7, and 'Melodrama', Year 8.  This feeds on to GCSE Component 2.</p>	<p>Retrieving:  EPISODIC  VOICEOVER  GESTUS  MIME  TABLEAUX  BREAKING FOURTH  WALL</p>	<p>Whole class part read scene 3 pages 61-end.  Small groups continue devising a drama exploring similar issues and themes using non-naturalistic devising techniques.</p>	
<p><u>Week 5:</u>  To explore the play and gain an understanding of the social, cultural and historical contexts. To work collaboratively to generate,</p>	<p>To demonstrate an ability to work collaboratively to generate, develop and perform a drama using non.-naturalistic drama techniques.</p>	<p>Retrieving:  EPISODIC  VOICEOVER  GESTUS  MIME  TABLEAUX</p>	<p>Small groups continue devising a drama exploring similar issues and themes using non-naturalistic devising techniques.</p>	

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<p>develop and communicate ideas and EVALUATE HOW to improve the work.</p>	<p>This feeds on from 'Pantomime' Year 7, and 'Melodrama', Year 8. This feeds on to GCSE Component 2.</p>	<p>BREAKING FOURTH WALL</p>		
<p><u>Week 6:</u> To explore the play and gain an understanding of the social, cultural and historical contexts. To work collaboratively to generate, develop and communicate ideas and ANALYSE WHICH techniques were most effective and WHY.</p>	<p>To demonstrate an ability to work collaboratively to generate, develop and perform a drama using non- naturalistic drama techniques. This feeds on from 'Pantomime', Year 7, and Melodrama Year 8. This feeds on to GCSE Component 2.</p>	<p>Retrieving: EPISODIC VOICEOVER GESTUS MIME TABLEAUX BREAKING FOURTH WALL</p>	<p>Small groups perform devised drama exploring similar issues and themes to The Exam by Andy Hamilton, using non-naturalistic devising techniques. Analyse and evaluate use of techniques.</p>	

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