

# Drama 2023 – 2024 - Carousel

## Term 1: Getting to Know You/ Positive Learning (1 lesson)

**Context and Bigger Picture:** *(What are the overarching aims/themes of the unit or project?)*

This module aims to allow the students to 'step outside their comfort zone' as most students will not be aware of the subject of drama and the expectations that surround it. We aim for the students to start to explore working as a team as an individual with resilience.

### Challenge and stretch

- Improvisation scenarios in front of the class
- Take away speech when trying to communicate their ideas

### QFT strategy for vulnerable groups

- Chunking and more clarity of instructions.
- More frequent, shorter tasks.
- More opportunities for recall/recap
- Visual aids through teacher model and WAGOLLS
- Personalised resources to suit individual needs – size of font, colour of paper and size of paper

### SMSC

Developing resilience, confidence, empathy, self-esteem and self-awareness

**How the scheme aligns with the requirements of examinations linked to BTEC TECH Award Performing Arts (Acting)**

Key drama skills - Identified and embedded throughout the BTEC specification

### Literacy Opportunities

#### Literacy focus - ORACY

**Activity** – Practical workshops and demonstration of their learning by performing short tasks/orally feeding back to each other and reflecting on their progress and participation

### Performance Skills

- Sustain
- Confidence
- Independence
- Co - operation
- Improvisation
- Communication

**Command words** - Students will receive a breakdown of meanings for their planners

- Explore
- Identify
- Effective
- Demonstrate
- Review
- Reflect

**Interleaving [where to revisit content. Learning builds on prior learning]**

Interleaving Key

Links to professional theatre practitioners

Performance skills

SMSC/Cultural

Literacy Opportunities

**Homework opportunities**

Familiarise themselves with key drama skills

[WWW.BCBCITESIZE/DRAMASKILLS](http://WWW.BCBCITESIZE/DRAMASKILLS)

Link to Practitioner N/A	Timings allocated	Pedagogical methods	Assessment	Resources
<p><b>Lesson 1</b></p> <p><b>Key Learning:</b></p> <p><b>To be able to:</b>  <b>Explore</b> what drama entails  <b>Identify</b> what key skills they already know and have</p>	<p><b>1 lesson</b></p>	<p><b>Task 1</b>            What is drama? Why is drama on the curriculum?            Students to Mix, pair and share and feedback some of their ideas to the whole class.  <b>Below are some of the points to consider within the discussion.</b>            So why drama? Teacher to fully introduce the subject and what the content entails. <b>(To be displayed on the Year 7 PowerPoint Presentation)</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Confidence</li> <li>• Express feelings</li> <li>• Friendship/Team work</li> <li>• Problem solving</li> <li>• A sense of pride</li> <li>• Effective use of voice</li> <li>• Co-operative skills</li> <li>• Enjoyment</li> <li>• Maturity</li> <li>• Improve memory</li> </ul> <p><b>Task 2</b></p>	<p>Baseline – Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> <li>• Participation within the workshops/activities Group Skills</li> <li>• Use of Drama Skills (Physical)</li> <li>• Use of Drama Skills (Vocal)</li> <li>• Performing Characters</li> <li>• Staying in Role (sustain)</li> </ul>	<p>Year 7 PowerPoint Presentation</p> <p>Improvisation Scenarios</p> <p>Command words breakdown</p>

	<p>Students to find a space around the room. They are to participate within small workshops to enable them to bond and think on their feet. The aim is also to get them to start communicating and co – operating with others.</p> <p>Teacher is to lead the workshop below:</p> <p>Get into groups of.....</p> <p>Create a.....</p> <p>Get into alphabetical order by first name</p> <p>Get into birthday order (Jan to Dec)</p> <p>Get into house number order</p> <p>Get into height order</p> <p><b>Task 3</b></p> <p>Introduction to the skill of improvisation</p> <p><b>Improvisation - <i>a form of live theatre in which the plot, characters, dialogue, scene or story are made up in the moment.</i> (To be displayed on the Year 7 PowerPoint Presentation)</b></p> <p>This activity is to be explored as a class to <b>demonstrate</b> any prior learning from KS2 and how the students confidently react to a given situation.</p> <p>Students are asked to volunteer and participate into situations that they have to spontaneously create a scene for. <b>(See improvisation scenarios document)</b>. If the students lack the confidence to volunteer, teacher is to choose the students to participate.</p> <p><b>Task 4</b></p> <p>Individually the students are to create a bio of themselves to present to their group. They are to decide how they present to their group. The aim is to <b>demonstrate</b> and develop their confidence when communicating to others.</p> <p><b>The bio must include: (Displayed Year 7 PowerPoint Presentation)</b></p> <p>The Magic 8 – Presenting to the class</p> <ul style="list-style-type: none"> <li>• The Colour that represent me and why</li> <li>• My Biggest Fear</li> <li>• The thing that makes me most angry</li> <li>• The thing that makes me the happiest in life</li> <li>• The Song that sums me up</li> </ul>		
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		<ul style="list-style-type: none"><li>• My Favourite place and why</li><li>• My Greatest strength</li><li>• My greatest inspiration in life</li></ul> <p><b>Review</b> and <b>reflect</b> on their personal journey and outcomes.</p>		
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# Drama

## Term 1: Difference (2 lessons)

### **Context and Bigger Picture:** *(What are the overarching aims/themes of the unit or project?)*

The aim of the module is to introduce the students to 3 key advanced drama skills (Freeze Frame, Direct Address, Cross cutting and Split Screen) required throughout their journey in Drama.

Through using the theme of difference, the purpose is to encourage the students to practically explore these skills and implement them into a short performance. This will initially demonstrate their understanding and confidence when performing to an audience.

### **How the scheme aligns with the requirements of examinations linked to BTEC TECH Award Performing Arts (Acting)**

Key drama skills - Identified and embedded throughout the BTEC specification

C1 – Exploring theatre practitioners and style of theatre

C3 – Responding to a brief/Devising a drama

### **Challenge and stretch**

- Add key freeze frames at the beginning of their performance to demonstrate a taster of their stories within the split screen.
- Explore performing their drama with movement only.

### **QFT strategy for vulnerable groups**

- Chunking and more clarity of instructions.
- More frequent, shorter tasks.
- More opportunities for recall/recap
- Visual aids through teacher model and WAGOLLS
- Personalised resources to suit individual needs – size of font, colour of paper and size of paper

### **Literacy Opportunities**

#### **Literacy focus - ORACY**

**Activity** – Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.

### **SMSC**

Developing resilience, confidence, empathy, self-esteem and self-awareness

Developing awareness of and responding to others' needs and wants

Allowing insight, self-expression and the chance to walk in someone else's shoes.

### **Performance Skills**

- Freeze Frame
- Direct Address
- Split Screen
- Cross Cutting
- Focus
- Characterisation
- Empathy
- Evaluate
- Develop
- Sustain
- Communication
- Co-operation
- Confidence

**Command words - Students will receive a breakdown of meanings for their planners**

- Explore
- Identify
- Effective
- Demonstrate
- Review
- Reflect

**Interleaving [where to revisit content. Learning builds on prior learning]**

**Interleaving Key**

Links to professional theatre practitioners

Performance skills

SMSC/Cultural

Literacy Opportunities

**Homework opportunities – After lesson 1 (where applicable)**

What TV shows use split screen and cross cutting?

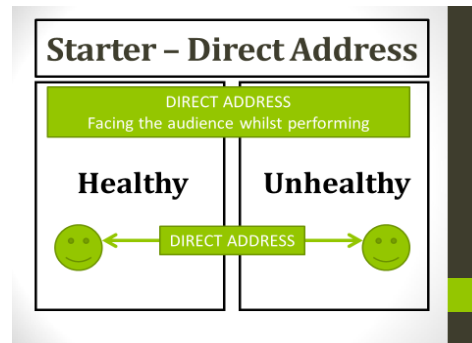
Can they identify this?

**Discuss their findings in lesson 2**

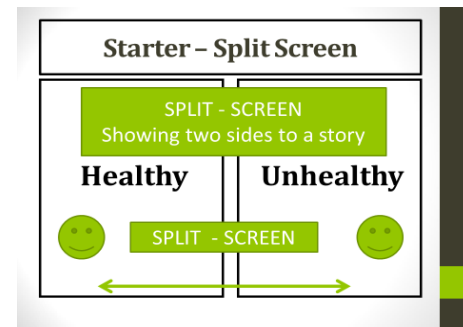
Link to Practitioner Brecht – Non-naturalistic performance skills	Timings allocated	Pedagogical methods	Assessment	Resources
<p><b>Lesson 1</b></p> <p><b>Key Learning:</b></p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> how to use the skills of Direct Address, Freeze Frame, Split Screen and Cross-Cutting <b>effectively</b> within a performance.</li> <li>• <b>Demonstrate</b> how the skills are used within a performance.</li> </ul>	<p><b>1 lesson</b></p>	<p><b>Starter</b></p> <p>Within this lesson the students are to be introduced to and are to explore new advanced drama skills.</p> <p>Teacher to split the class to in half and give each half a key word to freeze.</p> <p><b>Key words</b> – Healthy and unhealthy</p> <p>Firstly, introduce what a freeze frame is to the class. <b>See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)</b></p> <p>Use teacher as a model to communicate this further to allow the students to have a live example.</p> <div data-bbox="645 1193 1039 1458" data-label="Image"> </div>	<p>Demonstration of their use of the advanced skills taught.</p> <p>Can they use them effectively?</p> <p>Does the drama make sense?</p> <p>Have they worked collaboratively?</p>	<p>Year 7 PowerPoint Presentation</p> <p>Command words breakdown</p>

When asking the students to freeze the key words it may require a short discussion on how these key words could be portrayed in a frozen image.

Introduce the skill of direct address (addressing the audience). The students are to **demonstrate** this whilst in their current position from activity 1 **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**



Introduce the skills of split screen to the students in their current position **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**



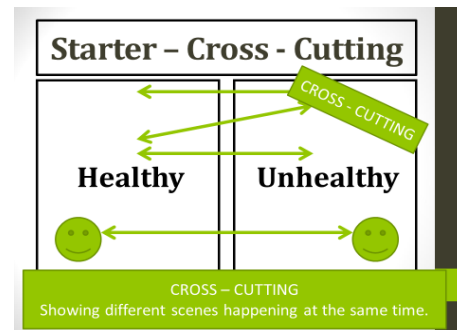
### Key Questions

- Why would showing two sides to a story engage an audience?
- What effect may a split screen create on stage?

Introduce the students to the skill of cross – cutting in their current position from Activity 2– The aim is to now **Bring the split screen alive.**

**Teacher led** - Inform the students that one side is to now use effective movement to portray their key word whilst the other side is to freeze until told to cross over by the teacher.

Repeat this to allow the students to physically experience the skills all together. **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**



### **Key Questions**

- Why would cross cutting engage an audience?
- What effect may a cross cutting create on stage?
- If cross cutting isn't demonstrated correctly what will happen?

To move onto the next activity, the students must demonstrate their understanding of advanced skills they have explored in activity 1 – 4.

**(Included in the Year 7 PowerPoint Presentation)**

Discuss examples of difference as a class

- Poverty & Wealth
- Race
- Gender
- Good & Evil
- Healthy & Unhealthy
- Achievement & Failure




## Key Questions

How could they use freeze frame, direct address, split screen and cross cutting to portray the above?

### **Task 1**

In groups of 4 – 6 the students are to create a split screen using difference as their theme. **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**



**Task**  
IN A GROUP OF 6 CREATE A SPLIT SCREEN USING FREEZE FRAMES & DIRECT ADDRESS TO SHOW THE KEY MOMENTS BELOW

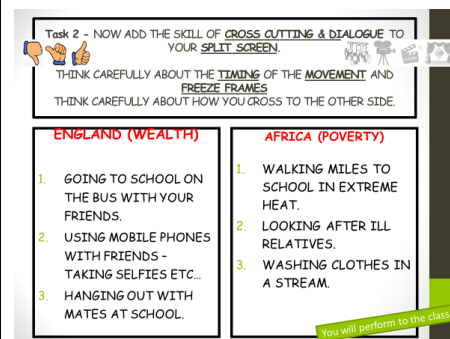
ENGLAND (WEALTH)	AFRICA (POVERTY)
1. GOING TO SCHOOL ON THE BUS.	1. WALKING MILES TO SCHOOL IN EXTREME HEAT.
2. USING MOBILE PHONES TO TEXT, PHONE SOMEONE OR BLUETOOTH.	2. LOOKING AFTER ILL RELATIVES.
3. HANGING OUT WITH MATES.	3. WASHING CLOTHES IN A STREAM.

Within this exploration they are to ensure their freeze frames and direct address are clear and can be understood by an audience.

Incorporate speech into their freeze frames. They will develop the performance further next lesson and be assessed in their groups.

### **Task 2**

Add Cross -Cutting to their performances



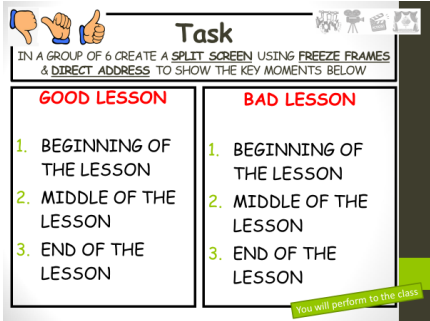
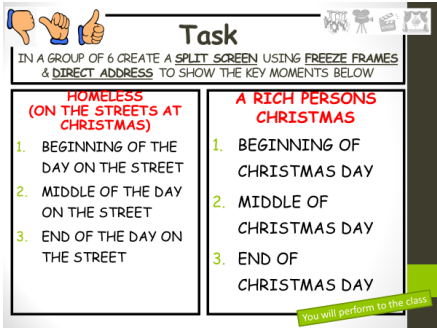
**Task 2 - NOW ADD THE SKILL OF CROSS CUTTING & DIALOGUE TO YOUR SPLIT SCREEN.**  
THINK CAREFULLY ABOUT THE TIMING OF THE MOVEMENT AND FREEZE FRAMES  
THINK CAREFULLY ABOUT HOW YOU CROSS TO THE OTHER SIDE.

ENGLAND (WEALTH)	AFRICA (POVERTY)
1. GOING TO SCHOOL ON THE BUS WITH YOUR FRIENDS.	1. WALKING MILES TO SCHOOL IN EXTREME HEAT.
2. USING MOBILE PHONES WITH FRIENDS - TAKING SELFIES ETC...	2. LOOKING AFTER ILL RELATIVES.
3. HANGING OUT WITH MATES AT SCHOOL.	3. WASHING CLOTHES IN A STREAM.

*You will perform to the class*

**Review and reflect** on their/peers personal journey and outcomes

## Key Questions

		<ul style="list-style-type: none"> <li>• Can they describe the skills?</li> <li>• Do they understand their use and aims?</li> </ul>		
<p><b>Lesson 2</b></p> <p><b>Key Learning:</b></p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Effectively</b> use the skills of Direct Address, Freeze Frame, Split Screen and Cross-Cutting effectively within a performance.</li> <li>• <b>Explore</b> the given theme with empathy.</li> </ul>	<p><b>1 lesson</b></p>	<p><b>Starter</b> Recap on starter from last lesson</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Can they describe the advanced skills?</li> <li>• Can they identify their use and aims?</li> </ul> <p><b>Task 1</b> The students are to recap on the performance skills they learnt last week but with different scenes. They will rehearse and perform for the class for assessment</p>  <p><b>Task 2</b> The students are to recap on the performance skills they learnt last week but with different scenes. They will rehearse and perform for the class</p>  <p><b>Review and reflect</b> on personal journey and outcomes. Feedback to their peers – success and developments needed.</p>	<p>A small devised performance to the class implementing the skills of Freeze Frame, Direct Address, Cross cutting and Split Screen</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> <li>• Group Skills</li> <li>• Use of Drama Skills (Physical)</li> <li>• Use of Drama Skills (Vocal)</li> <li>• Performing Characters</li> <li>• Staying in Role (sustain)</li> </ul>	<p>Year 7 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Video Camera to film performances</p>

# Drama

## Term 1: The Holocaust (1 lesson)

**Context and Bigger Picture:** *(What are the overarching aims/themes of the unit or project?)*

The aim of the module is to introduce to key advanced drama skills of climax/anti – climax.

Through using the theme of The Holocaust, the purpose is to encourage the students to practically explore these skills and make links to their meaning and purpose within a historical moment, showing empathy and implement this into a short performance

**How the scheme aligns with the requirements of examinations linked to BTEC TECH Award Performing Arts (Acting)**

Key drama skills - Identified and embedded throughout the BTEC specification

C1 – Exploring theatre practitioners and style of theatre

C3 – Responding to a brief/Devising a drama

### Challenge and stretch

- Explore more than one character within the exploration to gain a deeper understanding of the difference of role, status and situation.
- Use the skills of split screen and cross cutting within the performance.

### QFT strategy for vulnerable groups

- Chunking and more clarity of instructions.
- More frequent, shorter tasks.
- More opportunities for recall/recap
- Visual aids through teacher model and WAGOLLS
- Personalised resources to suit individual needs – size of font, colour of paper and size of paper

### Literacy Opportunities - Oracy

**Activity** – Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.

### SMSC

Developing resilience, confidence, empathy, self-esteem and self-awareness

Developing awareness of and responding to others' needs and wants

Allowing insight, self - expression and the chance to walk in someone else's shoes

Taking different roles from other backgrounds

Using different dramatic conventions to encourage empathy

### Performance Skills

- Stimulus
- Response
- Freeze Frame
- Split Screen
- Cross Cutting
- Direct Address
- Thought Track
- Climax/anti climax
- Focus
- Characterisation
- Empathy
- Evaluate
- Develop
- Sustain

**Command words - Students will receive a breakdown of meanings for their planners**

- Explore
- Identify
- Effective
- Review
- Reflect
- Demonstrate

**Interleaving [where to revisit content. Learning builds on prior learning]**

Interleaving Key

Links to professional theatre practitioners

Performance skills

SMSC/Cultural

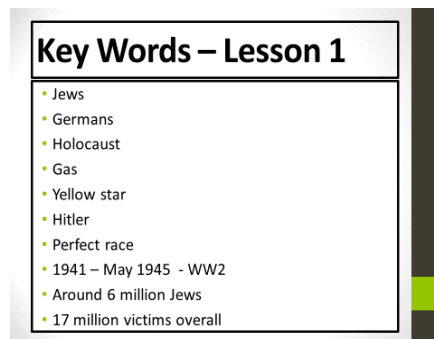
Literacy Opportunities

**Homework opportunities (where applicable)**

Write a diary extract or letter to a loved one in role as a character within the devised drama.

Link to Practitioner Brecht – Non-naturalistic performance skills Stanislavski – Exploring ‘real characters’	Timings allocated	Pedagogical methods	Assessment	Resources
<p><b>Lesson 1</b></p> <p><b>Key Learning:</b></p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>identify</b> the key events of the Holocaust</li> <li>• Practically explore key moments through the use of appropriate advanced drama skills.</li> </ul>	<p><b>1 lesson</b></p>	<p><b>Starter</b></p> <p>As the students enter the room separate them into groups – height, hair colour, glasses etc... <b>(this is to introduce them to the separation at the concentration camps and for them to experience the feelings of being isolated)</b></p> <p>Whilst this activity is taking place music will be on in the background will add to the atmosphere. (Boy in the striped Pyjamas)</p> <p>The students are then to discuss the thinking and reasoning behind the content of the starter. <b>See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)</b></p> <div data-bbox="645 1098 1077 1437" style="border: 1px solid black; padding: 5px;"> <p><b>Starter</b></p> <p><b>Why did I separate you as you entered the room?</b></p> <ul style="list-style-type: none"> <li>• Male/female</li> <li>• Hair colour</li> <li>• Skin colour</li> <li>• Glasses</li> <li>• Height</li> </ul> </div>	<p>Two small, developed devised performance to the class implementing the skills of Freeze Frame, Direct Address, Movement, Voice and Climax/Anti climax</p> <p><b>This is also an opportunity to assess whether they use extra advanced skills and challenge themselves to incorporate these.</b></p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> <li>• Group Skills</li> <li>• Use of Drama Skills (Physical)</li> </ul>	<p>Year 7 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Music</p> <p>Video Camera to film performances</p>

In the middle of the room the visual stimuli will also be displayed **(see the resources section)** This will allow the students to have the opportunity to make links between this and the started activity. What links can they identify? Discuss the stimuli and what ideas they have about the display. To further embed the content, introduce a range of key words to guide them further. Can the identify the event further? **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**



### Activity 2

Students are introduced to a visual stimulus based on the events of the Holocaust. **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**



### Key Questions

- What stands out? Why?
- What do the pictures symbolise/show?

- Use of Drama Skills (Vocal)
- Performing Characters
- Staying in Role (sustain)

- The students are to identify the links between the starter to the stimuli.

### Task 1

Students are to use freeze frame to depict the key moments of the holocaust. **See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**

**Let's Explore**

**Task 1**  
FREEZE the key moments.  
Remember: Characterisation, levels, face, body, gesture and space  
What do they symbolise?

- Soldiers knocking at the door.
- After when they boarded the train - What might have happened on the train?
- Arriving at the camps.
- Gas Chamber

**Task 2**  
Add movement and transitions to your FREEZES  
Use the music to add appropriate PACE

Following on the students are to devise a short drama based on the key moments of the Holocaust.

Students are to **identify effective** movements, voice, transitions and characters.

Students are to perform their interpretations to an audience, **demonstrating** their understanding of the content and skill expectation- this can be performed around the room where they are already placed or one at time on stage.

### Task 2

Recap on the key moments of the Holocaust from Task 1 - Freeze frame the key moments and discuss content.

Students are introduced to the key skills of Climax/anti - climax

#### **Climax**

The climax is the turning point in the story. It is usually the most exciting part in the story and the part that makes the reader want to keep reading.

#### **Anti – Climax**

The Anti - Climax is when, at a specific point, expectations are raised, everything is built-up, and then suddenly something boring or disappointing happens — this is an anti-climax.

Students are to discuss in their groups where this may be identified within their devised performances from lesson 1 and feedback to the class

Students to demonstrate a clear moment of climax/anti-climax into their drama, developing its content in rehearsal for an assessment in Lesson 3 See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)

**Task 2 - Implement the skills of Climax and Anti - Climax**

**Key events**

- Soldiers knocking at the door.
- After when they boarded the train - What might have happened on the train?
- Arriving at the camps.
- Gas Chamber

**DEVELOP** your performance based on what you have learnt about the Holocaust but this time make sure your moment of CLIMAX and ANTI -CLIMAX is clear and effective.

How will you do this?

You will perform your performance to the class

Review and reflect on personal journey and outcomes.

Feedback to their peers – success and developments needed.

**Review** and **reflect** on personal journey and outcomes.

Feedback to their peers – success and developments needed.

# Drama

## Term 1: The Car Trip (3 lessons)

### Context and Bigger Picture: *(What are the overarching aims/themes of the unit or project?)*

The students will be introduced to 'Responding to a stimulus. And how to create a drama based on a given text.

The purpose is to teach the students to explore a given text, it's meaning, key moments portrayed and to identify what advanced drama skills can be explored and implemented when devising a drama to create an effective and clear response.

During the module the students will also be introduced to melodrama and how this can be implemented correctly and identified within a performance

### Challenge and stretch

- Perform devised drama without speech to reflect on its clarity.
- Perform the whole drama using direct address
- Perform the drama in slow motion

### QFT strategy for vulnerable groups

- Chunking and more clarity of instructions.
- More frequent, shorter tasks.
- More opportunities for recall/recap
- Visual aids through teacher model and WAGOLLS
- Personalised resources to suit individual needs – size of font, colour of paper and size of paper

### SMSC

Developing resilience, confidence, empathy, self-esteem and self-awareness

Developing awareness of and responding to others' needs and wants

Allowing insight, self-expression and the chance to walk in someone else's shoes

Taking different roles from other backgrounds

Using different dramatic conventions to encourage empathy

### How the scheme aligns with the requirements of examinations linked to BTEC TECH Award Performing Arts (Acting)

Key drama skills - Identified and embedded throughout the BTEC specification

C1 – Exploring theatre practitioners and style of theatre

C3 – Responding to a brief/Devising a drama

### Literacy Opportunities

**ORACY Activity** – Performing live demonstrating their use of voice and projection skills. Orally feeding back to each other and reflecting on their progress and participation. Evaluating their effective use of voice and developments needed.

**READING Activity** – Reading a text with confidence, gaining an understanding of the content, extracting key line to use within a performance.

### Performance Skills

- Stimulus
- Response
- Freeze Frame
- Split Screen
- Cross Cutting
- Direct Address
- Thought Track
- Climax/anti climax
- Melodrama
- Focus
- Characterisation
- Empathy
- Evaluate
- Develop
- Sustain



**Command words** - Students will receive a breakdown of meanings for their planners

- Explore
- Identify
- Effective
- Review
- Reflect
- Respond

**Interleaving [where to revisit content. Learning builds on prior learning]**

**Interleaving Key**

Links to professional theatre practitioners

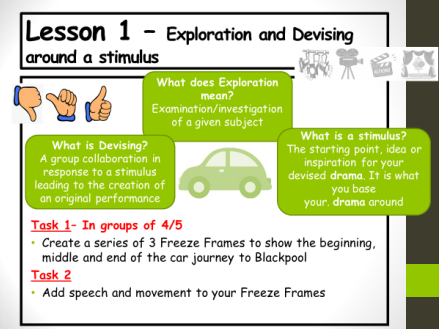
Performance skills

SMSC/Cultural

Literacy Opportunities

**Homework opportunities**

Link to Practitioner Brecht – Non-naturalistic performance skills Stanislawski – Exploring ‘real characters’	Timings allocated	Pedagogical methods	Assessment	Resources
<p><b>Lesson 1</b></p> <p><b>Key Learning:</b></p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• Sustain a real-life character in a given situation</li> <li>• <b>Respond and explore</b> a poem to create an effective drama</li> </ul>	<p><b>1 lesson</b></p>	<p><b>Starter</b></p> <p>Students to recap on the skill of freeze frame to recall on a memory How will they portray their memory with clarity? <b>See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)</b></p> <div data-bbox="633 911 1055 1230" data-label="Complex-Block"> <p><b>Starter Task - Groups pf 4/5</b></p> <p>Using the skill of <b>FREEZE FRAME</b> create a sustained picture of a Car Trip</p> <p><b>Key Questions</b></p> <p>Where are you going? Who is there? How will you create the car? How will you use LEVELS to symbolise status?</p> <p><b>GO AND BE CREATIVE ©</b></p> </div> <p><b>Teacher in role</b> – Read the poem to the class portraying all characters using appropriate movement and voice.</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What characters are involved?</li> <li>• Where they going? How do you know?</li> <li>• What emotions are portrayed throughout? Why?</li> </ul>	<p>On- going assessment for collaboration and implementation of skills Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> <li>• Group Skills</li> <li>• Use of Drama Skills (Physical)</li> <li>• Use of Drama Skills (Vocal)</li> <li>• Performing Characters</li> <li>• Staying in Role (sustain)</li> </ul>	<p>Poem - The Car Trip</p> <p>Year 7 PowerPoint Presentation</p> <p>Command words breakdown</p>

		<ul style="list-style-type: none"> <li>• What are the key moments in the poem?</li> <li>• What are the key lines? Why?</li> <li>• What do you notice about the poem?</li> </ul> <p><b>Task 1/2</b></p> <p>In small groups the students will practically explore the idea of the poem. Trip to Blackpool. Firstly, using freeze frames to plan the structure - beginning, middle and end of the drama. Secondly devising – Adding speech and movement, considering what other advanced skills can be implemented within their performance. <b>See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)</b></p>  <p><b>Review</b> and <b>reflect</b> on personal journey and outcomes. Feedback to their peers – success and developments needed.</p>		
<p><b>Lesson 2</b></p> <p><b>Key Learning:</b></p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• Sustain a real-life character in a given situation</li> <li>• Explore the theatre style of Melodrama</li> </ul>	<p><b>1 lesson</b></p>	<p><b>STARTER - Melodramatic moments</b></p> <p>In pairs the students will create a scene demonstrating over the top characters and situations. <b>(All information and slides are included in the Year 7 PowerPoint Presentation)</b></p> <p><b>Scenario examples</b></p> <ul style="list-style-type: none"> <li>• Mother and child</li> <li>• Teacher and student</li> <li>• 2 friends falling out</li> <li>• Witnessing an incident</li> <li>• Being sacked</li> </ul> <p><b>Show</b> some of the scenes and discuss content and exploration.</p> <p><b>Key Questions</b></p>	<p>On- going assessment for collaboration and implementation of skills Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> <li>• Group Skills</li> <li>• Use of Drama Skills (Physical)</li> <li>• Use of Drama Skills (Vocal)</li> </ul>	<p>Poem - The Car Trip</p> <p>Year 7 PowerPoint Presentation</p> <p>Command words breakdown</p>

- Why and how might the characters over react?
- Teacher to then introduce the students to the key elements of a Melodrama and its aim within a performance.
- See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**

Lesson 2 - Identifying and implementing Melodrama into your drama	
Key points when performing a Melodrama	<b>Key Facts</b>
Make it big	• Means - 'Music Drama'
Exaggerate	• 19 <sup>th</sup> Century - Victorian Drama
Focus	• Food was thrown at the characters on stage to show the audiences feelings towards certain characters.
Sustain your role	
Enjoy yourself	

Students to rehearse their scenes again and explore where in their performance the obvious melodramatic points are.

Teacher to give constant reminders of the expectation to implement advanced drama skills where they feel appropriate and effective.

Students to perform at the end for assessment

**See the slide below (All information and slides are included in the Year 7 PowerPoint Presentation)**

**Lesson 2 - Exploration and Devising around a stimulus**

**What does Exploration mean?**  
Examination/investigation of a given subject

**What is Devising?**  
A group collaboration in response to a stimulus leading to the creation of an original performance

**What is a stimulus?**  
The starting point, idea or inspiration for your devised drama. It is what you base your drama around

**Task 1- In groups of 4/5**

- Rehearse and identify MELODRAMA within your drama from last week

**Task 2**

- Perform your scenes for the class

**Review and reflect** on personal journey and outcomes.

Feedback to their peers – success and developments needed.

- Performing Characters
- Staying in Role (sustain)

