

Drama 2023-2024

Term 1: One More for The Road (2 lessons) - Carousel

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

The students will 'respond to a text' based on drink driving and explore what advanced drama skills could effectively portray their ideas based on the content.

The purpose is to challenge the students to 'think outside the box' when planning their ideas for performance, explore what their intended message for performance should be, identify the meaning intended within the text and how this can be implemented into a devised drama for 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

- Use more than one type of staging to explore the text.
- Add music and props to 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 to an audience 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 to allow them to depict key ideas to implement into a devised performance.

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

Expressing what it feels like to be wronged and what remedies might make things better for the injured

Performance Skills

- Pace
- Develop
- Freeze Frame
- Direct Address
- Split Screen
- Cross Cutting
- Focus
- Characterisation
- Empathy
- Evaluate
- Develop
- Sustain
- Thought Track
- Climax
- Anti – Climax
- Style
- Tension
- Levels
- Body as Props

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

- Explore
- Identify
- Effective
- Demonstrate
- Review
- Show

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 – Add where applicable

Link to Practitioner Brecht – Non naturalistic performance skills	Timings allocated	Pedagogical methods	Assessment	Resources
<p>Lesson 1</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Explore and create a real life character using effective characterisation • Explore appropriate setting and Staging • Devise a drama in response to the poem 	<p>1 lesson</p>	<p>Starter: Teacher in Role – Perform the text ‘One More for The Road’ to the class. The students are to watch the performance and be prompted to think, reacts, relate and feedback on what you demonstrate. (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <p>Key questions</p> <ul style="list-style-type: none"> • What are the themes? How do they know? • Who are the characters? • What is the consequence and how could this have been avoided? • Key events? <p>Task 1 In groups of 4/5</p> <ul style="list-style-type: none"> • Think of an idea that you could put on stage about drink driving (different from the poem I performed) • Create 3 FREEZE FRAMES to show the key moments of your idea (Beginning, middle, end of the night) 	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> • Participation within the workshops/activities Group Skills • Use of Drama Skills (Physical) • Use of Drama Skills (Vocal) • Performing Characters • Staying in Role (sustain) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Text – One More for The Road</p> <p>Staging types document</p>

Lesson 1 - Task 1



In groups of 4/5

- Think of an idea that you could put on stage about drink driving (different from the poem I performed)
- Create 3 FREEZE FRAMES to show the key moments of your idea (Beginning, middle, end of the night)

Task 2

- Now students are to add effective speech and movement to your key moments
- Be creative and think outside the box - Take a risk and go for it
- Use your skills – Which? Why?

Lesson 1 - Task 2

Bring it alive!

You will perform parts of your drama to the class!

- Now add effective speech and movement to your key moments
- Be creative and think outside the box - Take a risk and go for it
- Use your skills - Which? Why?

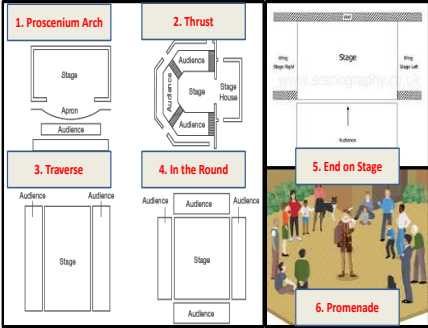
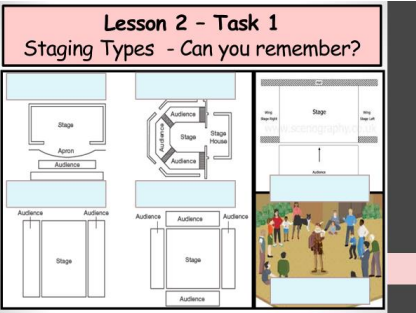


Task 3

Introduce the different staging types to the students (The students explored these in Year 7 so should be aware of them)

Discuss and recap with the students on how the different staging's work.

For example – Where are the audience placed and how will they ensure their performance displays clarity and meaning. **See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)**

		 <p>The student's task in small groups is to choose a staging type to use during their exploration.</p> <p>The students are to create 4 key moments (Freeze Frames) based on the text 'One More for the Road' to display their understanding. They must incorporate their choice of staging.</p> <p>The students must also reflect on what advanced drama skills they might use to create their interpretation. (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <p>Review and reflect on personal journey and outcomes. Success and developments needed for next lesson?</p>		
<p>Lesson 2</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create a real life character using effective characterisation • Develop appropriate setting and Staging • Develop and demonstrate an effective drama 	<p>1 lesson</p>	<p>Starter: Students to recap on their key moment from lesson 1 – including staging and key lines. This will allow them to recap their ideas, setting and characters.</p>  <p>Task 1</p> <p>The students will start to develop their devised performance from lesson 1</p>	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> • Participation within the workshops/activities Group Skills • Use of Drama Skills (Physical) • Use of Drama Skills (Vocal) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Text – One More for The Road</p> <p>Staging types document</p>

<p>in response to the poem</p> <ul style="list-style-type: none"> • Explore the use of Body as Props 		<p>Remind the students of the structure expectation for their assessment that will take place in lesson 3. (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <p>Structure expectations</p> <ul style="list-style-type: none"> • Key Moments • Speech • Movement • Staging type <p><u>Task 2</u></p> <p>Students to perform and demonstrate their skills for camera and an audience for assessment</p> <p>Review and reflect on personal journey and outcomes.</p> <p>Reflect on individual successes and developments needed if they were to perform the extract again.</p>	<ul style="list-style-type: none"> • Performing Characters • Staying in Role (sustain) 	
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Drama

Term 1: Ken's Story (2 lessons)

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

Main purpose - The students will learn how to write and perform an effective monologue.
The topic explores the real life story of Ken. The students will explore a range of stimuli to challenge them to think 'outside the box', feel empathy towards a character and reflect on their ideas based on the stimuli.
The purpose is to allow the students to independently respond and create ideas through the use of advanced drama skills.
The students will also respond by writing in role as one of the characters involved within the story to allow them to perform a monologue for 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

- Write a monologue for another character and create a performance using split role.
- Add key moments (freeze frames) to the monologue 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.

WRITING Activity – Write a meaningful monologue in role depicting key ideas learnt within the process of exploration.

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

Expressing what it feels like to be wronged and what remedies might make things better for the injured

Taking different roles from other backgrounds

Using different dramatic conventions to encourage empathy

Performance Skills

- * Pace
- * Develop
- * Freeze Frame
- * Direct Address
- * Split Screen
- * Cross Cutting
- * Focus
- * Characterisation
- * Empathy
- * Evaluate
- * Develop
- * Sustain
- * Thought Track
- * Climax
- * Anti – Climax
- * Style
- * Tension
- * Levels
- * Monologue

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

- Explore
- Identify
- Effective
- Demonstrate
- Review
- Show

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

Learn the monologue

Collect props and costume to use when performing their monologue

Link to Practitioner Brecht – Non naturalistic performance skills Stanislavski – Exploring ‘real characters’	Timings allocated	Pedagogical methods	Assessment	Resources
<p>Lesson 1</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • To experiment with challenging stimuli to create an effective response based on your first thoughts. • To confidently take a risk when exploring the stimuli. • To portray empathy for a real life character and their situation through 	<p>1 lesson</p>	<p>Starter: Students are to get into a group of 5 and stand near a key word. See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <div data-bbox="689 879 1093 1182" style="border: 1px solid black; padding: 5px;"> <p>Key Words</p> <ul style="list-style-type: none"> • Tethered = tied up • Kicked • Beaten • Burnt </div> <p>The students are to create a freeze frame for their chosen key word.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What picture instantly comes into your head? Why? 	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> • Participation within the workshops/activities Group Skills • Use of Drama Skills (Physical) • Use of Drama Skills (Vocal) • Performing Characters • Staying in Role (sustain) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Key word cards for starter</p> <p>Ken Stimulus in the army</p>

your process and outcome.

- Students create a thought track for each character to further develop the depiction of the word.

Students are to **show** their ideas to the class. Discuss as a class what the key word may link to regarding a theme or storyline.

Task 1

Teacher to show the students the key words now attached to a picture stimulus.

Discuss the picture. **See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)**

Key Questions

- What do you see in the picture?
- How do we know Ken is in the army?
- How do the key words relate to the picture?
- What are your feelings towards your interpretation?

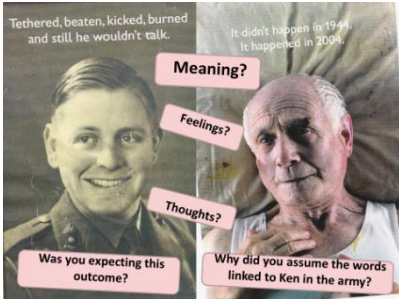


Task 2

In their groups of 5 the students are to devise a short scene portraying their ideas based on the key words now linking to the picture stimulus.

Teacher to remind the students to explore the stimulus using a range of learnt advanced skills.

Students are to perform their ideas to the class as an audience

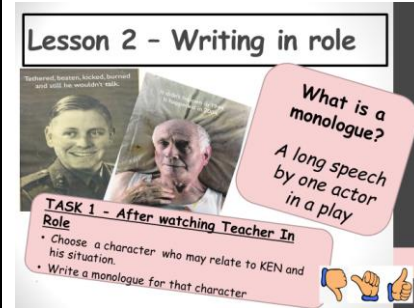
		<p>Task 3</p> <p>Teacher to read Kens Story to the class. This is where the students will realise the key words from lesson 1 don't link to his time in the army but to his time in the care home. See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <p>Review and reflect on personal journey and outcomes. Success and developments needed for next lesson?</p> <p>Peer assessment – feedback to their peers.</p>		
<p>Lesson 2</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> To experiment further with a challenging stimuli to create an effective response. To explore and portray empathy for a real life character and their situation through your process and outcome. 	<p>1 lesson</p>	<p>Starter: The students are to create 3 key moments from their performance created in lesson 1. Discuss their interpretations from last lesson and reflect on the content explored.</p> <p>Task 1</p>  <p>Key Questions</p> <ul style="list-style-type: none"> How does the picture make you reflect further on Ken's life? What are their feelings reflecting on Ken being treated this way? Why did they automatically link the key words to Ken in the army? <p>Allow the students to ask questions and relay their feeling on the stimulus. Some may relate to this and it may cause upset due to this.</p>	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> Participation within the workshops/activities Group Skills Use of Drama Skills (Physical) Use of Drama Skills (Vocal) Performing Characters Staying in Role (sustain) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Ken Stimulus in the army</p> <p>Kens story in the care home</p> <p>Kens Story</p> <p>Paper</p> <p>Pens</p>

Task 1

The students will be challenged to write a monologue in role as one of the characters linked to Kens story. **(All information and slides are included in the Year 8 PowerPoint Presentation)**

A monologue - *A long speech by one actor in a play.*

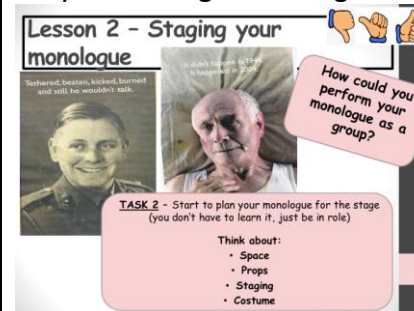
Teacher in role – Perform an example of a monologue using a character linked to Ken. This will provide a WAGOLL for them to aspire to.



The slide is titled "Lesson 2 - Writing in role". It features two photographs of men, one in a military uniform and one in a white shirt. A pink callout box asks "What is a monologue?" and defines it as "A long speech by one actor in a play". Below this, a pink box labeled "TASK 1 - After watching Teacher In Role" lists instructions: "Choose a character who may relate to KEN and his situation." and "Write a monologue for that character." There are three thumbs-up icons at the bottom right.

Task 2

When the students have written their monologue they are to begin working independently to stage it.



The slide is titled "Lesson 2 - Staging your monologue". It features the same two photographs of men. A pink callout box asks "How could you perform your monologue as a group?" and lists "Think about:" followed by "Space", "Props", "Staging", and "Costume". Below this, a pink box labeled "TASK 2 - Start to plan your monologue for the stage (you don't have to learn it, just be in role)" is present. There are three thumbs-up icons at the top right.

Task 3

They will perform what they have to camera at the end of the lesson for their assessment.

Lesson 2 - Performing your monologue

The graphic features two photographs of men. The left photo shows a young man in a military uniform with the text "Tethered, beaten, kicked, burned and still he wouldn't talk." The right photo shows an older man with the text "It didn't get any better it happened for 2000".

Are you ready?

TASK 3

- Rehearse
- Perform

Think

- Movement
- Vocals
- Use of space
- Sustainability

At the bottom, there are icons for a camera, a clapperboard, a microphone, and three thumbs-up icons.

Review and reflect on personal journey and outcomes. Success and developments needed for next lesson?

Drama

Term 1: The Identification (1 lesson)

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

The students will learn how to create a performance based on a poem 'The Identification' for an audience by responding to a range of challenging stimuli.

The purpose is to enable the students to understand the style of theatre and independently create and participate in a devised performance for an audience.

The performance will enable the students to *develop their advanced drama and performance skills.*

The students will be expected to clearly communicate their ideas and knowledge from the exploration of stimuli to educate and inform 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 narration in role at key points within the drama.

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

Expressing what it feels like to be wronged and what remedies might make things better for the injured

Taking different roles from other backgrounds

Using different dramatic conventions to encourage empathy

Performance Skills

- Pace
- Develop
- Freeze Frame
- Direct Address
- Split Screen
- Cross Cutting
- Focus
- Characterisation
- Empathy
- Evaluate
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- Sustain
- Thought Track
- Climax
- Anti – Climax
- Style
- Tension
- Levels

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

- Explore
- Identify
- Effective
- Review
- Show
- Evaluate
- Demonstrate

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

Interleaving Key

Links to professional theatre practitioners

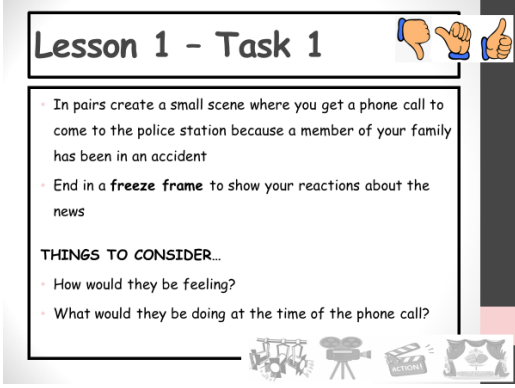
Performance skills

SMSC/Cultural

Literacy Opportunities

Homework opportunities

Research TV programmes that educate about real life themes

Link to Practitioner Brecht – Non naturalistic performance skills Stanislavski – Exploring ‘real characters’	Timings allocated	Pedagogical methods	Assessment	Resources
<p>Lesson 1</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create and analyse character and event 	<p>1 lesson</p>	<p>Starter – Ask the students in pairs create a small scene where they get a phone call to come to the police station because a member of their family has been in an accident.</p> <p>Ask them to end in a freeze frame to show their reactions about the news (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <p>THINGS TO CONSIDER...</p> <ul style="list-style-type: none"> • How would they be feeling? • What would they be doing at the time of the phone call? <div data-bbox="633 1098 1146 1487">  <p>Lesson 1 - Task 1</p> <p>In pairs create a small scene where you get a phone call to come to the police station because a member of your family has been in an accident</p> <p>End in a freeze frame to show your reactions about the news</p> <p>THINGS TO CONSIDER...</p> <ul style="list-style-type: none"> • How would they be feeling? • What would they be doing at the time of the phone call? </div>	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> • Group Skills • Use of Drama Skills (Physical) • Use of Drama Skills (Vocal) • Performing Characters • Staying in Role (sustain) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Paper</p> <p>Pens</p>

Ask the students to listen to Stephens story

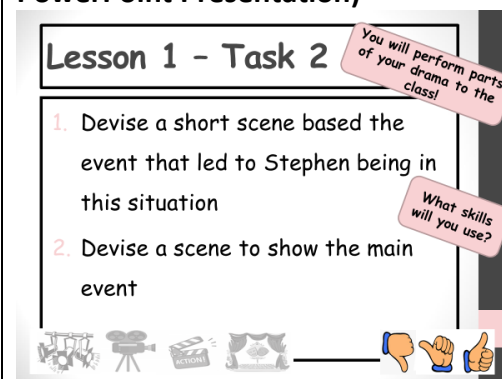
Key Questions

- What has happened to Stephen?
- What characters are in the story?
- Why did he get into this situation?

Task 1

The students are to devise a short scene based the event that led to Stephen being in this situation - Devise a scene to show the main event (**All information and slides are included in the Year 8 PowerPoint Presentation**)

PowerPoint Presentation



Task 2

All groups of students are to perform their performances for assessment to the class as an audience

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

Reflect on individual/peers' successes and developments needed.

Drama

Term 1: Mental Health (2 lessons)

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

The students will learn how to create an effective TIE performance based on mental health for an audience by responding to a range of challenging stimuli.

The purpose is to enable the students to understand a new style of theatre and independently create and participate in a TIE performance for an audience.

The performance will enable the students to *develop their advanced drama and performance skills.*

The students will be expected to clearly communicate their ideas and knowledge from the exploration of stimuli to educate 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

- Write a monologue in role - Learn it and perform it within the drama.
- Add narration in role at key points within the drama.

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.

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

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

Interleaving Key

Links to professional theatre practitioners

Performance skills

SMSC/Cultural

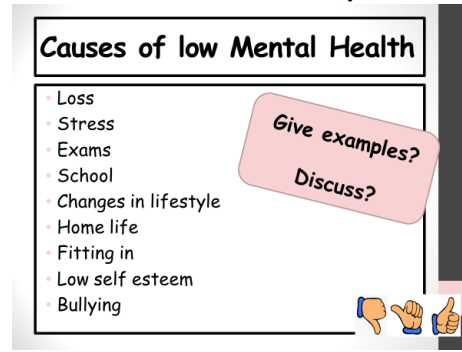
Literacy Opportunities

Homework opportunities

Research TV programmes that educate about real life themes

Link to Practitioner Brecht – Non naturalistic performance skills Stanislawski – Exploring ‘real characters’	Timings allocated	Pedagogical methods	Assessment	Resources
<p>Lesson 1</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create and analyse real life characters • Explore the issues surrounding Mental Health showing empathy for the characters involved. 	<p>1 lesson</p>	<p>Starter – Ask the students to write down all the words they think links to Mental Health. Discuss as a class their ideas and investigate what they know.</p> <p>Then introduce the students to the myths of mental health and why these are attached to the illness. See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <div data-bbox="633 1054 1093 1401" data-label="Complex-Block"> <p>Myths of Mental Health</p> <ul style="list-style-type: none"> • White straight jacket • Nutter • Mental Psycho • Loony <p>Why? Discuss?</p> </div>	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> • Group Skills • Use of Drama Skills (Physical) • Use of Drama Skills (Vocal) • Performing Characters • Staying in Role (sustain) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p> <p>Paper</p> <p>Pens</p>

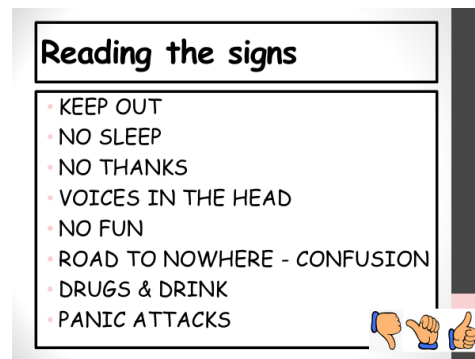
Discuss as a class the causes of low mental health. **See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)**



Key Questions

- What do the students know?
- Can they relate?

Discuss as a class the signs of low mental health. **See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)**



Key Questions

- What do the students know?
- Can they relate?

Task 1

The students are to create 3 freeze frames to depict their understanding of mental health at this point. A cause, a sign and an

emotion. See the slide below (All information and slides are included in the Year 8 PowerPoint Presentation)

Lesson 1 - Task 1

Create 3 Freeze Frames
(in small groups)

A cause of low Mental Health

A sign of low Mental Health

An emotion to show low Mental Health using levels, gesture, body language and facial expression



Students are then challenged to add a thought track for all characters within the freeze frames.

Task 2

Lesson 1 - Task 2

Create a Thought Track for each character within your Freeze Frames

Perform it

Remember!

Be mature

Think about others feelings

This is real life!

Thought-Track
A characters thoughts spoken out loud



Students are to perform their ideas to the class as an audience and **identify** good practice.

Introduce the students to what TIE is

Lesson 1 - Creating TIE

What is TIE? (Theatre In Education)

Using **theatre** as an **educational tool** to embed knowledge and understanding about real life issues

How could you educate your audience about.....

1. Causes of low Mental Health?
2. Signs of low Mental Health?
3. Emotions to show low Mental Health using levels, gesture, body language and facial expression?

Task 3

In small groups the students are to develop their ideas and stage their TIE performance **demonstrating** what they have learnt and **identified** about mental health.

Students are to explore which key advanced skills they will incorporate into their drama. **(All information and slides are included in the Year 8 PowerPoint Presentation)**

Key questions

Have the students identified

- Key advanced skills
- Structure
- Characters
- Educational Meaning
- Clarity
- Sustainability

Lesson 1 - Task 3

Devise a drama based around your 3 freeze frames

Remember!

- Be mature
- Think about others feelings
- This is real life!

How will you structure your drama?

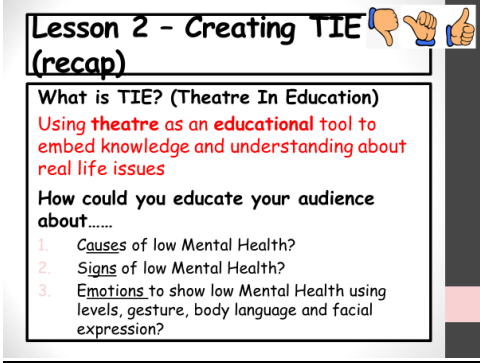
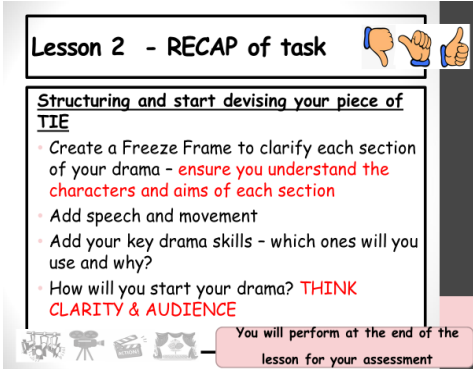
How will it all link together?

What skills will you use?

What message do you want to portray?

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

Reflect on individual/peers' successes and developments needed.

<p>Lesson 2</p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Create an effective piece of theatre identifying the causes, signs and effects of Mental Health for a performance 	<p>1 lesson</p>	<p>Starter – Emotions game (All information and slides are included in the Year 8 PowerPoint Presentation)</p> <p><u>Key Questions</u></p> <p>How does the starter link to the theme of mental health?</p> <p><u>Recap</u></p>  <p><u>Task 1</u></p>  <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What is the key message they want to portray? Why? • What are the key characters? • What key advanced skills will they use to explore the theme? Why? 	<p>On- going assessment for collaboration and implementation of skills</p> <p>Refer to KS3 Assessment criteria grid (links to BTEC content)</p> <ul style="list-style-type: none"> • Group Skills • Use of Drama Skills (Physical) • Use of Drama Skills (Vocal) • Performing Characters • Staying in Role (sustain) 	<p>Year 8 PowerPoint Presentation</p> <p>Command words breakdown</p>
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		<p><u>Task 2</u></p> <p>Students to perform their ideas for their assessment to the class as an audience and identify good practice.</p> <p>Review and reflect on personal journey and outcomes. Reflect on individual/peers' successes and developments needed.</p>		
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