

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning Year 7 – Term 3 and 4 Space Discs

<p>Intent</p> <ul style="list-style-type: none"> To develop an understanding of how to create a character To be able to sustain a character in a performance To develop performance skills To develop physical theatre skills To use imaginative and creative skills

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Introduction to drama- movement/mime/stereotypes Narnia – Physical theatre Scheme -Abstract</p>	<ul style="list-style-type: none"> • Devising Component 2 GCSE
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> •
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Script Writing</p>	<ul style="list-style-type: none"> • n/a

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- They will understand what Spontaneous improvisation is
- They will understand what Physical Theatre is
- They will understand what Soundscape is

Apply

- They will be able to use their creative and imaginative skills to come up with a presentation
- They will be able to use the drama skill physical theatre
- They will be able to use the drama skill soundscape

Extend

They will have developed drama skills/strategies including cross-cutting and direct address

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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<ul style="list-style-type: none"> Spontaneous Improvisation, Characterisation, Creative writing, Cross-cutting, thought Tracking, Physical Theatre, Soundscape 	<p>Pupils assessed against Drama levels equivalent to national curriculum levels.</p> <p>Areas of focus are: Practical Exploration, Performance and Evaluation</p>
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Intent – Concepts

[Please see full Scheme of work on T Drive](#)

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Making a Scientist character	To use vocal and physical skills to develop a character or stereotype.	To independently create a unique character using additional acting skills ie accents	Introducing space disc topic Characterisation work based on a stereotypical scientist character.
Spontaneous Improvisation tasks	For students to take part in activities that mean they have to act on the spot with no rehearsal	To volunteer to take part in short spontaneous impro scenes that you have to come up with yourself	Focus on spontaneous improvisation skills. Games/activities that link to thinking on the spot
Whole class in Role	For students to enter the space and become their scientist character in role for 15mins	To actively volunteer to speak and ask questions in the improvisation as your scientist character.	Whole class improvisation. Teacher is German scientist.
Whole class in role 2	For students to enter the space and become their scientist character in role for 15mins	To actively volunteer to speak and ask questions in the improvisation as your scientist character.	Students to develop their in-role characters

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Scientist presentations	Students to rehearse a presentation about the UFO in character	To sustain their character throughout the rehearsed improvisation	The students must come up with a presentation based on their ideas about the UFO. They must incorporate the drama skills Thought Tracking and direct address.
Scientist presentations- Assessment	Students to rehearse and perform a presentation about the UFO in character	To sustain their character throughout the rehearsed improvisation	The students must come up with a presentation based on their ideas about the UFO. They must incorporate the drama skills Thought Tracking and direct address.
Flashback and Cross-cutting News reports	Students to create a news report about the UFO in groups	To successfully use flashback and cross-cutting to enhance the scene.	To create a news report about the UFO using the drama skill Flashback and cross-cutting.
Flashback and Cross-cutting News reports- assessment	Students to create a news report about the UFO in groups	To successfully use flashback and cross-cutting to enhance the scene.	To create a news report about the UFO using the drama skill Flashback and cross-cutting.
Physical Theatre/soundscape spaceship	For students to use physical theatre and soundscape to create a spaceship. To create a flash forward scene.	For students to successfully use physical theatre and soundscape to create a unique spaceship. To create a unique flash-forward scene adding additional drama skills.	The students must work together to physically create a spaceship using their bodies and props. They must also add sound effects. They then must create a flashforward to envisage what it would be like if aliens and humans lived together.
Physical Theatre/soundscape spaceship Assessment	For students to use physical theatre and soundscape to create a spaceship. To create a flash forward scene.	For students to successfully use physical theatre and soundscape to create a unique spaceship. To create a unique flash-forward	The students must work together to physically create a spaceship using their bodies and props. They must also add sound effects.

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		scene adding additional drama skills.	They then must create a flashforward to envisage what it would be like if aliens and humans lived together.