

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning Year 8– Term 3 and 4 Horror

Intent:

- To develop an understanding of storytelling through narration
- To be able to recognise the influence of historical theatre forms on contemporary theatre
- To develop performance skills
- To develop vocal skills using pitch, pace, tone and volume
- To understand how to use a stimulus to create/devise a performance

<p>Sequencing – what prior learning does this topic build upon?</p> <ul style="list-style-type: none"> • Mime and Movement • Storytelling • Creative writing • Devising 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Devising Component 2 GCSE Drama using a stimulus
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • English 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • (SO) Social Development • (C) Cultural • 4. Mutual respect • 5. Tolerance to those with different faiths and beliefs
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <ul style="list-style-type: none"> • Writing evaluations and peer assessments in the drama booklets • Researching and reading spooky stories • Writing their own spooky story 	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> • n/a

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Drama Scheme of Learning Year 8 – Term 3 and 4

Intent – Concepts

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

Know

- They will have a basic understanding of how to use improvisation
- They will understand the link between role play and narration
- They will understand the importance of a stimulus in devised work

Apply

- They will be able to devise and perform stories using narration
- They will be able to use their imagination to devise stories
- They will have developed basic drama skills/strategies.

Extend

To be able to confidently use a stimulus to create their own horror story

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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<p>They will develop the following drama skills: Spontaneous Improvisation, Characterisation, Creative writing, Cross-cutting, thought tracking and stimulus</p>	<ul style="list-style-type: none"> • Pupils assessed against Drama levels equivalent to national curriculum levels. • Areas of focus are: Practical Exploration, Performance and Evaluation
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Intent – Concepts Full detailed scheme of work on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Telling Horror stories vocally and physically	To be able to vocally tell a story using pitch pace and tone	To be able to use vocal skills effectively to create a spooky atmosphere	Introduce the topic. Warm up using pitch, pace, tone and pause. Tell horror stories in a circle.
Telling Horror stories vocally and physically			Re-tell a horror story using freeze frames and narration. Rehearsal time and performance
Horror story with narration			To use a horror story researched for homework and retell the story physically and vocally using the drama skill narration. Rehearsal session
Horror story with narration continued			Performance and peer assessment

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The magic Lantern			Introduce the stimulus. Read the story as a group. Discuss ending ideas. Plan out ending in group on A3 paper. Start to rehearse.
The magic lantern continued			Rehearse their own devised ending to the original stimulus- The magic Lantern. Mini peer assessment .
The magic Lantern Performances (assessment)	To devise an ending to the story that is in the genre of horror using narration.	To create a unique ending to the story using a number of different drama conventions taught in previous lessons.	Perform Magic lantern pieces. Teacher Assessment
Creating work with a stimulus			Teacher brings in an object. Students as a whole group discuss what the object is. As a whole class begin to create/devise a spooky story based around the object. All students contribute in a circle.
Creating work with a stimulus			Students bring in their own object and begin to devise their own stories.
Creating work with a stimulus			Rehersal time
Creating work with a stimulus- Performances			Rehearsal and performances Teacher Assessment
Creating work with a stimulus- Performances			Performances Teacher Assessment