# RECOVERY CURRICULUM
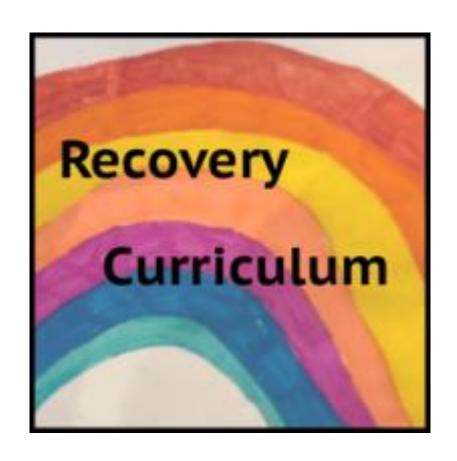# Year 7

Subject: Drama
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| Subject: | Drama | Teacher: | Chelsea Wright |
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| Year: | 7 | Class: | All groups as they are taught in tutor groups |
| Unit title: | Basic Skills (An introduction to the main skills used in Performing Arts) | | |
| Duration: | 6 sessions (Term 1) | | |

# Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Students will explore basic drama techniques: performance skills (how to use voice/body/spatial
awareness), teamwork, cooperation, structuring a performance (beginning, middle, end) and the 5 elements of Drama (facial expressions, voice, gesture, movement, relationships).
Students will be encourage to find ways to perform their work, ideally in front of an audience of peers

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

**Ambitious** by aiming for high level of performance where students are confident showing their work in front of their peers, setting targets for own improvements.
**Brave** by standing in front of an audience sharing work
**Kind** by being a supportive audience, encouraging and appreciative, setting targets for improvements in a supportive manner.

| Content – what is being covered, ensuring breadth & depth? | National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec? |
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| Confidence, team work, communication, spatial awareness. Base level skills: freeze frame, characterisation, facial expressions, voice, gesture, movement, relationships. Fairytale stories: recognising the conventions of good and evil characters. | **English: Spoken Language section** *Adopt, create and sustain a range of roles, opportunities to improvise, devise* *Rehearse, refine, share and respond thoughtfully to drama and theatre performances* |

| Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? |
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| Develop team work, confidence and knowledge of theatre.<br>Develop knowledge of characters and stereotypes, understanding the conventions of good and evil roles.<br>Enable students to feel confident in standing up in front of others and presenting work. |

## Implementation

| GAPS | |
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| **Identification** – how are you going to identify the gaps in knowledge/skills? | **Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance? |
| Questioning to gauge their understanding of characters and how to create them.<br>Performance games (if in school) to develop confidence and team skills. Teambuilding and social interaction will be at the core of these.<br>Baseline performances. | Most importantly students need to build confidence and ability to work together in a team (socially distanced) in order to rebuild their social interaction.<br>Develop confidence in sharing ideas in front of peers<br>Develop confidence in performing in front of peers<br>Gain understanding of the key performance skills listed above and how to apply them. |

| KEY CONCEPTS | |
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| **Key Concepts** – what are the key concepts being taught? | **Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned? |
| Creating: Basic performance skills (confidence, how to use the voice/body/spatial awareness), teamwork, cooperation, structuring a performance (beginning, middle, end).<br>Performing: 5 elements of Drama (facial expressions, voice, gesture, movement, relationships).<br>Responding: students will be taught to respond to a variety of stimuli to create drama. Students will also be taught to respond through verbal feedback and discussion. | Developing students confidence and social interaction within the class will be priority. Confidence and team work underpins everything in Drama.<br>Teambuilding activities and skill development tasks will lead into all future performance work as these will provide students with the tools to make a performance. |

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| **WELLBEING** | |
| **Lockdown** – how will students share their experiences of lockdown? | **Social and Emotional** – how will student social and emotional health be supported? |
| When appropriate a 'register question' will be used to enable students to share their experiences as part of class getting to know each other better. It will be up to them to share as much or as little as they wish. | Developing confidence and sense of community in new school.<br><br>Drama lessons enable students to get used to working with others again and provides a safe space for them express their thoughts and feelings. |
| **RE-ESTABLISH** | |
| **Learning Skills** – how are you going to re-establish the skills for learning? | **Relationships** – how are you going to re-establish classroom relationships? |
| Short tasks will set with a clear outcome to achieve. The first session will be teacher led to set expectations and build on students confidence. The work set will then become more independent with students working in small groups to develop their peer interaction.<br>They are learning to work together and develop relationships in the classroom. | Year 7 will be starting from scratch, so sharing work at the end of each session will be encouraged and praise will be provided.<br><br>Working in groups with others boosts their confidence and sense of community. The nature of Drama lessons encourages them to talk to new people and socially interact. |
| **OPPORTUNITIES** | |
| **Discussion** – what are the discussion based opportunities? | **Group** – what are the group work based opportunities (while still ensuring social distancing)? |
| There are opportunities for discussion after team building activities to help the students to understand why they have taken part in the tasks they have.<br>There is also the opportunity to have discussions after performances. | The majority of tasks within Drama lessons are group based. The students will participate in whole group team building games as part of getting to know each other and building confidence. Students will work towards performing to whole class or smaller groups |

## Delivery

| 1) Lesson Type (classroom or blended for remote homework) | | 2) DNA (Do Now Activity/Reading) | 3) Learning Intentions (what, why & how) | |
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| Classroom (whole sequence completed) | X | Classroom: Get into a pair/ group of 3 and share 3 facts about yourself. Team games. | What | To understand what is expected of you in Drama. |
| Blended (live and remote as independent study) | ☐ | Remote: Write down 3 interesting facts about yourself. | Why | So you are able to work to the best of your ability and have fun! |
| | | | How | By taking part in some Drama games and activities to build your confidence. |

**Number of lessons in cycle: 2** — **1**

| 4) New Material (previous learning/ new material) | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
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| Classroom: How to work in a group effectively. What it means to create, perform and respond.

Remote: Importance of knowing our strengths, as well have them! This can help to feel more confident in Drama. Creating self advert to promote all the positives about yourself. | Classroom: Discussions after team building activities to build confidence and assess students understanding of why this is important in Drama.

Remote: Ask for examples from students to check their responses. | Classroom: Teacher led games: teacher models example then students participate.

Remote: Provide teachers example of self advert and recognising the positive aspects of who you are. (Visual and audio example) | Synchronous (live) |

| 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | |
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| Classroom: Mini group work to get students used to working with each other in specific time frames. (Busy bees, improvisation pairs)

Remote: create own advert which highlights positives about self. | Classroom: Feedback on effectiveness of team games as a group: reflect on what skills are needed, how they play better next time? Small group tasks: what was effective about each groups performance?

Remote: highlight positive self awareness and encourage students to think widely about all of the things that make them who they are. | Classroom: Review in the moment; review their confidence and interactions with each other.

Remote: work sent to teacher after the session. | Asynchronous (remote) |

| 1) Lesson Type (classroom or blended for remote homework) | | | 2) DNA (Do Now Activity/Reading) | 3) Learning Intentions (what, why & how) | |
|---|---|---|---|---|---|
| Classroom (whole sequence completed) | X | | Classroom: Group team game: splat (develops confidence, responses, concentration) | What | To create a Drama performance based on well known fairytale. |
| Blended (live and remote as independent study) | | | | Why | To help you to get used to creating Drama work in groups and build your confidence. |
| | ☐ | | Remote: Name as many fairytales as you can think of (teacher give example of Snow White). | How | You will watch a video examples of the tales to refresh your memory and then create your own version of the story. |

| | 4) New Material (previous learning/ new material) | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | |
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| **2** — Number of lessons in cycle: 4 | Clasroom: Base level skills: freeze frame, characterisation, facial expressions, voice, gesture, movement, relationships. Fairytale stories: recognising the conventions of good and evil characters.<br><br>Remote: What are the key features of a fairytale? How can we tell a story in an exciting way? What skills might be we need to use. | Classroom: Observation of practical creation, peer feedback after performances: questioning to develop responses.<br><br>Remote: Questioning on task to ensure students understand what is expected and developing responses. Questioning in regards to the features of a fairytale. Develop awareness of Dramatic skills used in storytelling. (Voice: pitch, pause, tone, expression) | Classroom: Teacher model examples of skills/ use vide examples when needed.<br><br>Classroom: Teacher model examples of voice for storytelling (then link back to discussion. Questioning to get students to identify skills). | Synchronous (live) |
| | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | |
| | Classroom: Students work in small groups to create performances. This will be mostly independent with teacher circulation to monitor group progress and input ideas where needed.<br><br>Remote: Students create a solo storytelling performance of the fairy. | Classroom: Teacher and peer feedback after performances focusing on the application of the performance skills studied. Reflect on what was effective and how performances can be improved next time.<br><br>Remote: Students have the choice to send a filmed version of their performance if they wish: feedback will be formative and if possible given in a verbal form. | Classroom: Review in the moment, review effectiveness of team working and confidence in performing. | Asynchronous (remote) |