

# **RECOVERY CURRICULUM**

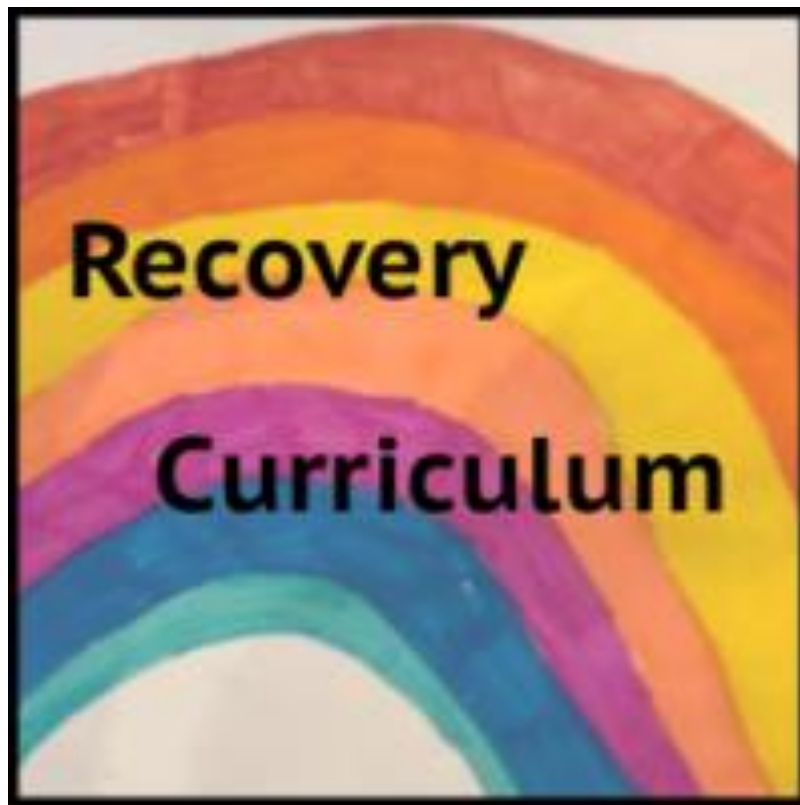
## **Year 8**

Subject: Drama

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Subject:	Drama	Teacher:	Chelsea Wright
Year:	8	Class:	Art, IT, Perf Arts, Technology sets
Unit title:	Haunting		
Duration:	3 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 how to create tension in Drama in order to keep their audience 'hooked'. They will develop their ability to go back over performance work and refine this from feedback they have received. They develop more depth in characters they play and create a well structures story.			
Students will be encouraged 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?			
<b>Ambitious</b> by aiming for high level of performance where students are confident showing their work in front of their peers, setting targets for own improvements.			
<b>Brave</b> by standing in front of an audience sharing work			
<b>Kind</b> 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?	
How to create tension in Drama to keep the audience engaged in the performance. Key conventions of Murder Mysteries and how to involve the audience in the plot. Creating, performing, responding : Development of teamwork and collaboration to create meaningful drama, development of the 5 key elements of Drama (facial expressions, voice, gesture, movement, relationships), The stimuli explored is more		<b>English: Spoken Language section</b> <i>Adopt, create and sustain a range of roles, opportunities to improvise, devise.</i> <i>Rehearse, refine, share and respond thoughtfully to drama and theatre performances.</i>	

complex. Students verbal responses are also developed and subject specific terminology embedded	
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?	
<ul style="list-style-type: none"> <li>• How to create tension and atmosphere in performance.</li> <li>• How to create suspense.</li> <li>• How to work effectively as part of a team for an extended period.</li> </ul>	
<b>Implementation</b>	
<b>GAPS</b>	
<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?
<p>Questioning relating to performance skills: what are the 5 key elements of drama? Why must we always stay focused on stage? How do we ensure we have good audience awareness? How do we make characters believable? (if in school) to develop confidence and team skills. Teambuilding and social interaction will be at the core of these. Baseline performances.</p>	<p>Students will need to rebuild their confidence in performing and working together as a team. This will be the most important step initially.</p> <p>Develop confidence in sharing ideas in front of peers  Develop confidence in performing in front of peers  Gain understanding of the key performance skills listed above and how to apply them.</p>
<b>KEY CONCEPTS</b>	
<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Confidence and team building/ co operation with others. Concepts linked to techniques: creating and understanding tension in Drama, the importance of considering audience reactions, character development and exploration, creating original drama performances, audience awareness.	Confidence building and team work activities will be used initially to rebuild the students skills. Group performance work will start with short, quick tasks to help students to get used to working together again.

	Understanding how tension is created in a performance and how to develop strong characters will enable students to create effective practical Drama.
<b>WELLBEING</b>	
<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
Students may be able to incorporate elements of their experiences into the Drama performances as they have some creative freedom when developing their version of the Darkwood Manor story. For example: the characters could be forced to lockdown together in the manor.  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 now the students are back in school. Rebuilding relationships and confidence through working together in groups.
<b>RE-ESTABLISH</b>	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – 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.	Initially team building games will be used at the start of each lesson to encourage students to feel more comfortable with each other again. The expectation to perform will be in place again from the first practical session so students are reminded that is non negotiable.
<b>OPPORTUNITIES</b>	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – 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. 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)	
Classroom (whole sequence completed)	X	<b>This work can mostly be applied/ tailored to classroom and remote learning:</b>  Team building opening game: splat, zip, busy bees (socially distanced)  What do you think 'Darkwood Manor' could be about? Question in relation to characters.	What	To use voice, facial expressions and movement to portray a character within a roleplay. To create a clear narrative in a performance.
Blended (live and remote as independent study)	<input type="checkbox"/>		Why	To develop truthful characters in performance.
			How	By using the character information to help you change the way you speak and move to show you are playing a role.
4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Introduce the Darkwood Manor story and the characters involved. Set the scene for the creation of Drama.		Discussions after team building activities to build confidence and assess students understanding of why this is important in Drama.  Discussions about the Darkwood story: get students thoughts and opinions on the plot: check they understand the 'murder mystery' genre. Develop responses where needed.	Teacher to provide example ideas for how the scene might take place and how each character fits in the particular scene being explored.  Teacher/student model examples of characterisation.	
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
Classroom: Mini group work to get students used to working with each other in specific time frames. Devising performance work based on a stimulus (Darkwood story and characters).  Students will begin to create their own short scenes using the story of Darkwood as a starting point for their Drama.  Remote: create short scripts for each scene.		Feedback on short performances: what was effective about each groups performance? Question how narrative and characters could be made clearer?	Students reflect on performance work in each lesson and set targets to develop this next time they perform.	
Number of lessons in cycle: 3			Synchronous (live)	
			Asynchronous (remote)	