

Year 7 Drama: SOL 1, The 5 Elements of Drama (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>This unit aims to introduce students to drama through dividing the subject into 5 main elements. Students will gain knowledge of each element and begin to practically develop skills that will form the foundations for continued learning throughout KS3.</p> <p>Introducing drama in this multifaceted way allows students to develop independent thinking and analysis skills that are transferable across the curriculum. These skills will enable students to critically evaluate both their own and their peers' learning, as well as making informed judgements regarding their personal preferences.</p> <p>Students will learn how aspects of the first 3 elements are used in a theatrical context and be given the chance to develop their practical application of these skills via lesson activities and the end of unit assessment.</p> <p>Characterisation skills and acting techniques (the last 2 elements) will be introduced sequentially and incrementally in future schemes this year, so as to optimise effective retention of this abundance of new knowledge and skills, whilst also allowing full opportunity to maximise ability.</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> ● What encompasses theatre ● Baseline skills around structure (How theatre is made) ● The different forms of Drama (The many styles of performance) ● The conventions of theatre (what to look for within each form of Drama) ● Basic, practical exploration of the above skills ● Explicit definitions for new vocabulary <p>These will act as the foundation for the remainder of KS3 and give students the basic knowledge for making effective theatre.</p> <p>These aspects will be introduced and explored through looking at real life examples and scenarios, accessed via a combination of video clips, scripts and images.</p> <p>The skills in this unit will inform students' development upon which they will build in the next two units which focus on characterisation and acting techniques. (The last two elements of Drama).</p> <p>These skills are essential for theatrical work and will prepare students for the subjectivity of drama throughout KS3 and beyond.</p>	<p>Structure (Element 1) - <i>all the things needed to build a storyline.</i> (T2)</p> <p>Form (Style) (Element 2) - <i>the method or style selected to tell a story.</i> (T2)</p> <p>Conventions (Element 3) - <i>a technique used regularly that helps the audience interpret the performance.</i> (T2)</p> <p>Fractured Narrative - <i>moving between many stories.</i> (T2)</p> <p>Linear Structure - <i>a chronological timeline.</i> (T2)</p> <p>Non-Linear Structure - <i>a non-chronological timeline.</i> (T2)</p> <p><i>NB. Each lesson has a key words list to accompany the students' learning and more words may be explicitly taught than the above but these are obligatory.</i></p>

Challenge and Support:	World wide learning/links to 21st century:	Cultural capital/Industry/Enrichment:
<p>Each lesson has EDSM descriptors and there are tasks in each lesson which target HPAs.</p> <p>Students will be stretched in their ability to retain definitions of new drama lexicon and apply this language in the context of the exercises undertaken.</p> <p>HPAs can consolidate their understanding of these terms by carrying out extra reading on BBC Bitesize, an article entitled 'Drama Elements'.</p> <p>SEND and PP students will have additional resources available to help cement this new knowledge into their working memory. For example, the definitions of the terms will be available as handouts so that these students are not relying on retention alone. If a TA is available, the teacher will ask them to constantly check understanding by way of asking students to verbally explain meanings of the new language. In turn, this will help to increase retention to the working memory and see students starting to cement this language as part of their spoken language.</p> <p>Lessons will be differentiated in accordance with SEND students' passports.</p> <p>Students are given plenty of time (a fortnight) to complete any homework tasks. They are encouraged to complete this at lunchtime or at homework club, giving them access to computers, if they do not have IT access at home.</p>	<p>Considering drama as being made up of 5 main elements has a place in wider society. Students will be able to deconstruct their everyday sources of entertainment and make more informed decisions as to what they like and dislike as a result.</p> <p>Furthermore, students will be able to draw upon their new knowledge of specific aspects of these elements to produce theatrical material.</p> <p>The peer and self assessment skills gained will also allow them to be constructive in their approach to giving verbal feedback and consider the collaborative nature of the subject, another skill useful for the wider world. (Self-critical learners).</p> <p>It is important for freedom of speech for students not to be constricted and are therefore able to make subjective judgements about the arts; the knowledge gained from this scheme will reinforce these judgements.</p>	<p>In future careers, students may decide to enter the theatre industry. Having knowledge of the 5 elements of drama will prove useful for collaboration with fellow professionals. Students will gain a basic understanding in the foundations of effective theatre in this scheme, which will aid the practical application at career level too.</p> <p>Students will learn how to constructively interact with each other, both through the making of their pieces and in their analysis of each others'. Ultimately, an ability to work productively with others is an invaluable life skill.</p> <p>Students will feel confident and free to be able to make informed personal judgements on professional material and performances by peers.</p> <p>They will also be exposed to the world of theatre and the arts by means of video clips, scripts and images as they learn about the 5 elements. These stimuli will reinforce the practical application of the new skills and students will associate these skills with material from a dramatic context.</p> <p>In terms of personal development, students of all abilities will be constantly reminded and encouraged to use the language that they have been introduced to in this unit. Practical and verbal use of this language, learnt in the context of drama lessons, will increase retention of their meaning to the working memory.</p> <p>As a result students will find it easier to develop their practical skills as they will associate the language with its meaning immediately.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/literacy/numeracy:	Common misconceptions:
<p>Forming independent opinions about personal preferences is an integral part of a person's development.</p> <p>Understanding the moral expectations of critiquing a peer is also an important social skill that will be developed in this unit.</p> <p>Students will also develop their practical skills in letting go of inhibitions when exploring these new skills in lessons. Such will be the supportive atmosphere of the drama studio, that this should gradually increase the confidence and resilience of those students who are nervous about performing.</p>	<p>Students' numeracy skills will be maintained via the need for them to adhere to timings for lesson activities.</p> <p>Students will have the opportunity to read certain instructions aloud, developing oracy, as well as taking part in whole class and group discussions.</p> <p>Opportunities to practise extended writing will come in the home learning task mid-unit. Students will be tasked with writing a summary paragraph specifically detailing the new lexicon with explanations as to why these elements are important for theatre making.</p> <p>Vocabulary learned in this unit will overlap heavily with the English curriculum.</p> <p>There are also many links to the CC curriculum eg. It supports a collaborative learning environment where students learn a mutual respect for each other.</p>	<p>This unit has been purposefully framed to introduce drama in the context of 5 main elements because a common misconception can arise from the students' pre-emptive temptation to explore characterisation and acting skills before structure, form and conventions.</p> <p>Without a good initial framework to place characters within, students may lose the ability to construct effective drama in a logical, sequential way. Whilst characterisation and acting skills are of course important, these have been planned for later in the year.</p> <p>Such is the difference of the final 2 elements and alongside the sheer volume of new language which students are being introduced to, it is beneficial to introduce characterisation and acting techniques incrementally.</p>

Assessment timeline:

- At the start of the unit, students will be formatively assessed on both their cumulative knowledge about what makes good drama and their ability to partake in a class discussion, from KS2. This first lesson will give me a baseline idea of students' abilities in discussion and justifying the reasons behind their comments.
- Students will be assessed on their retention of new vocabulary and their ability to use this key vocabulary in every lesson.
- At the end of the unit there will be an assessment on google forms, testing theory and knowledge learned in the unit. This will form the 'head' part of the head, heart, hands assessment grade, in line with department marking policy.
- Heart and hands part of the final grade will come from ongoing assessment made throughout the unit.
- For home learning, students will be tasked with writing a summary paragraph specifically detailing the new lexicon with explanations as to why these elements are important for theatre making.
- WAGOLs will be supplied in lessons and for assessments through a combination of handouts and modelling from the teacher.
- Success criteria given each lesson in the form of EDSM criteria. In the case of an assessment, a more detailed criteria will be given.
- Assessment will inform future planning by way of data analysis of skills and seeing where the gaps in knowledge are. Going forward I will build these into my lessons / future SOLs.
- Throughout lessons 2-5, students will have made their own WAGOLs for each new term and their definition, and how they are used effectively in a dramatic context.
- The end of unit summative assessment will be conducted in groups using 'Head, Heart, Hands'. Students will have been briefed on the assessment criteria as part of an introduction to the faculty and the rules of my classroom and this criteria is readily available on a display for students to constantly refer to.

Home learning

- For home learning, students will be tasked with writing a summary paragraph specifically detailing the new lexicon with explanations as to why these elements are important for theatre making. This will be marked using feedback 4.
- Home learning tasks set in line with departmental policy.
- Scholarly reading will be made available to consolidate knowledge for the home learning task. *Please see above section.*

Feedback

- Home Learning tasks are marked using Feedback 4.
- Other methods of assessment which will be used in class are peer assessment and self assessment using a specified criteria.
- Class discussions will also be used to approach common misconceptions.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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