

Year 7 Drama: SOL 2, Kitchen Sink Drama (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students have already gained the knowledge and skills for structuring effective drama in the first unit, so these skills can be revisited and developed when constructing their piece in the style of Kitchen Sink Drama.</p> <p>The first aim of the history national curriculum for KS2 is that students '<i>understand the history of the United Kingdom as a coherent, chronological narrative, from the early times to the present day: how people's lives have shaped this nation</i>'. Students will explore these aspects of 1950s Britain</p> <p>This scheme aims to build upon students' pre-existing knowledge of our country in this historical context, by exploring Britain's society in the 1950s from a theatrical context.</p>	<p>Based around the 5 elements of Drama, Students will be taught to:</p> <ul style="list-style-type: none"> ● Develop their characterisation skills ● Devise theatre based on a scenario ● Looking at how to devise characters from a specific part of society ● Work in a team (collaboration) ● Make comparisons between modern day and 1950s society (through looking at soap operas) <p>Using these skills, students will be well equipped practically to start to develop specific acting skills (the last element of drama) and will act as the final piece of the jigsaw for moving into the rest of KS3.</p> <p>Drama as a subject at Acle Academy has an overall aim to enhance students' communication, collaboration and independence skills. The final piece of this unit will highlight pre-existing proficiency in these skills and put them in a position where they are having to develop them in order to produce effective theatre.</p>	<p>Characterisation (The 4th Element) - <i>the act of developing a role through the use of different skills.</i> (T3)</p> <p>Protagonist - <i>the main character.</i> (T2)</p> <p>Ideology - <i>a system of ideas and ideals.</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 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Each lesson has EDSM descriptors and there are tasks in each lesson which target HPAs.</p> <p>Challenge will arise in that students will have to grasp these characterisation skills and use them in the collaborative task of producing the piece, alongside developing their skills in working together and constructing an effective piece of theatre: they are having to draw upon the skills learnt in the first unit and apply them to their practice effectively and appropriately.</p> <p>In order to consolidate their knowledge of the origins and features of Kitchen Sink Drama, HPAs will have access to scholarly reading, an article from Reader's Digest entitled 'Everything you need to know about Kitchen Sink Dramas'.</p> <p>SEND and PP students will be given explicit roles within the collaborative process so that they have the opportunity to take leadership or engage in planning. If a TA is available, they will be asked to distribute additional resources that summarise the definitions of the new vocabulary and I will ask them to make constant verbal and visual checks as to the students understanding of these characterisation skills.</p> <p>This scheme is ambitious for all abilities of students as it requires teamwork, a skill they are likely to have not developed in KS2 to this degree. Asking them to work collaboratively in independent groups is ambitious, but</p>	<p>This scheme highlights continuing social issues about family relationships (social status and class) and how these can affect individuals' lives, not just fictionally, but in a wider and real life context.</p> <p>This scheme will also inform students' understanding of tolerance - It is pertinent for students to be made aware that this was not always the case. An example of a lack of tolerance in this scheme, is the dynamic between men and women. Knowledge of this will serve to reinforce students' characterisation choices.</p> <p>By devising a piece in groups they will learn that we make particular associations with certain voices, positions and expressions and they will be able to relate these to the wider world.</p>	<p>Students may want to work in the theatre industry and this unit will continue to develop an overall knowledge of the sector.</p> <p>There is also a connection to modern day TV soaps, and this may be an area students would like to further explore for careers purposes.</p> <p>Students will also continue to develop their collaboration, communication and independence skills that are undoubtedly useful for their future careers, in any industry.</p> <p>Cultural capital is enriched because students are introduced to the social norms of a past era. This will allow them to consider, and make connections with, cross-curricular learning within different contexts.</p> <p>Overall, this will give students a wider understanding of the social difficulties that people experience and provoke an informed approach to these in real-life situations.</p> <p>Students' overall personal development will be enhanced by the need to work in groups to produce their final pieces. The communication, collaboration and independence skills needed for group work will grow alongside individual's resilience to perform in front of peers.</p>

will drive students to succeed.

Lessons will also be differentiated as needed in accordance with SEND passports.

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.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Historically, students will develop their knowledge of the 1950s by studying what life was like for the different social classes then and exploring this practically through the making of a Kitchen Sink Drama. This will aid in students' empathy and overall characterisation skills in their final piece.</p> <p>Students can enhance their moral development with particular reference to the dynamic between men and women and the moral implications of this.</p> <p>Since Kitchen Sink Dramas typically highlight a different and past version of society, students will benefit from being able to draw upon comparisons between it and today's society. Students will make judgements as a result of this which will inform the content of their final pieces.</p>	<p>Numeracy skills will be developed in terms of students' time management of class activities and rehearsal of their final pieces.</p> <p>Students will have the opportunity to read tasks aloud to consolidate oracy skills. There is a large element of reading (or speaking) aloud in their final performances. Confidence in speaking aloud to their peers will be developed as a result.</p> <p>A piece of extended writing will form the home learning task and will be used to measure students' ability to summarise newly learnt information and translate this knowledge into text.</p> <p>This unit ties in heavily with the social history of England in the 1950s.</p> <p>This entire scheme is related to students' Character and Culture studies too, as they will analyse the differences between the societies of the 1950s and the present day and make judgements about each.</p>	<p>A crude, but obvious misconception about this scheme that will need addressing surrounds the term 'Kitchen Sink Drama'. At first glance, this can obviously be taken literally, however, this will be used as a platform for students to explore the origins of the term and use this original misconception as a tool for retention of meaning.</p> <p>A common misconception of making theatre in an educational setting is the extent that students are restricted by prescribed 'dos and don'ts'. In line with the overall KS3 subject aim to improve students' independence skills, this scheme aims to start the process of quashing this idea that there is a right answer. Whilst there has to be a set of assessment criteria to ensure quality assurance in terms of students' grades and progression, I want to students to begin to explore the notion of freedom. Drama is a subject where right answers are found through subjective justification and this unit allows students to start to adapt to this way of learning.</p> <p>Students pre existing conceptions will be challenged as it is likely to be a form of drama they are not used to. (Students are more likely to have come across musical theatre or dance, for example).</p>

Assessment timeline:

- Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (5 elements of Drama). Previous assessments will provide me with knowledge as to which gaps need filling going forward.
- 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 of a group performance devised from an initial scenario which will be marked using head, heart, hands, in line with department marking policy.
- Home learning will be a task based around further reading: The scholarly reading that will be made available is an article from Reader's Digest explaining all there is to know about kitchen sink drama. This is an extended writing task writing about the conventions of a Kitchen Sink Drama. This will be marked using feedback 4.
- 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.

Home learning

- Home learning will be a task based around further reading: The scholarly reading that will be made available is an article from Reader's Digest explaining all there is to know about kitchen sink drama. This is an extended writing task writing about the conventions of a Kitchen Sink Drama. 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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