

Year 7, Drama: SOL 3: The Curious Incident of the Dog in the Night Time (Performance studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students have already learned elements 1 to 4. This SOL has been chosen as it is based on key elements from the KS2 English curriculum such as being able to: <i>Prepare readings with appropriate intonation to show their understanding and being able to summarise and present a familiar story.</i></p> <p>This unit builds on knowledge learned in the previous two SOLS and focuses on the 5th and final element which gives students a complete ground knowledge of the five elements in Drama needed for further study during KS3 and beyond.</p> <p>This unit is the first exploration of a performance text which starts to develop the students' understanding of texts in a social, cultural and historical context including the theatrical conventions of the period in which they were created. This is one of the key elements of the key stage 4 national curriculum.</p>	<p>Students will be taught to:</p> <ul style="list-style-type: none"> ● Interpret a play ● How to understand characters (and how they interact) ● How to create characters ● Engaging with themes and issues within the text (mental health and disability and domestic relationships) ● Developing students' ability to empathise <p>Students will use the above skills to build upon content taught in the previous two units. These skills are essential in Drama for portraying characters.</p> <p>The acting techniques learned will be beneficial throughout KS3 and at KS4, as practical performance is an examined element in the GCSE course. This serves as an early introduction to make sure these skills are cemented in students' knowledge.</p>	<p>Acting Techniques (The 5th Element) - <i>an actor's ability to develop their practise through the use of different expertise.</i> (T3)</p> <p>Projection - <i>the volume of a performers voice to ensure they can be heard.</i> (T2)</p> <p>Intonation - <i>the way a person uses pitch and emphasis when speaking.</i> (T2)</p> <p>Proxemics - <i>the amount of space or distance between characters.</i> (T3)</p> <p>Monologue - <i>a solo speech. There may be other characters on stage.</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 targets HPAs.</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>Students are stretched because this is their first opportunity to dissect a theatrical play. It calls upon analytical skills with a play as the stimulus, rather than a devised performance.</p> <p>Every student will be tasked with performing an extract and it must be clear to their peers that they have shown a certain competency in key acting techniques as part of the fifth element.</p> <p>SEND students all have SEND passports and lessons will be differentiated in accordance with these.</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</p>	<p>This play revolves around a child with autism and the text/ play is written and performed largely from his perspective. This gives students an in depth understanding of autism and how this can affect relationships with family and others around him.</p> <p>Students develop their empathy skills as we discuss Christopher's (the main character) perspective and outlook on events in the book.</p> <p>This can inform students' understanding about the larger social context and implication of someone having autism.</p>	<p>This unit touches on script writing which could be a career path in its own right.</p> <p>Empathy, understanding and team work form integral parts of this unit, as well as performing an individual piece. Organisation of groups and being able to allocate roles depending on a person's strengths and weaknesses are also integral to this unit.</p> <p><i>See previous section re: cultural capital.</i></p>

<p>see students starting to cement this language as part of their spoken language.</p> <p>Texts regarding autism will be provided for further reading. The disabilities act will also be provided for further reading. YouTube clips will also be recommended:</p> <p>https://www.youtube.com/watch?v=FeGaffIjvHM</p> <p>'BBC iPlayer: The A word'</p>		
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>Students will explore the theme of autism and look at how attitudes to autism and other needs have changed over time.</p> <p>Students will explore empathy and understanding in terms of trying to see the world through Christopher's (main character) eyes.</p> <p>Autism is now far more understood within society and this will enhance students' abilities to be more considerate of this in their day to day lives.</p>	<p>This unit heavily links to CC in terms of understanding others and developing empathy. Another link to CC would be looking at social attitudes towards people with SENDs and other disabilities through the ages.</p> <p>It has elements of numeracy in terms of time management.</p> <p>It links to English as it is a formally studied text and promotes literacy and reading aloud to develop oracy skills.</p> <p>There is also an opportunity to complete extended writing tasks and complete script writing tasks.</p>	<p>There are a lot of common misconceptions with regards to autism.</p> <p>Students may think that autism is a taboo subject due to not being confident and having the correct vocabulary available to them to discuss this subject in an appropriate manner.</p> <p>Students may also have preconceived ideas about what people with autism can and cannot do: eg. not make eye contact or that 'everyone is on the spectrum somewhere'.</p> <p>Students may not be aware of the activities available to you with a script.</p>

Assessment timeline:

- Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (Kitchen Sink 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 writing a monologue which will be marked using head, heart, hands, in line with department marking policy.
- Home learning will be a task based around further reading, recommended you tube clips and relevant TV shows. (See challenge and support section) feedback 4 marking will be used to assess any home learning pieces.
- WAGOLLS 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 / scholarly reading, recommended you tube clips and relevant TV shows. (See challenge and support section) feedback 4 marking will be used to assess any home learning pieces.
- 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 feedback4
- 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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