

Year 8, SOL 2: The Mechanics of Theatre (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>As Drama is not formally on the KS2 curriculum, this unit builds on knowledge learned in the Design and Technology Key stage Curriculum, which states that students should: <i>through a variety of creative and practical activities, be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</i></p> <p>Students have already learned about the five elements of theatre in previous units, concentrating on the structure, content and acting skills, therefore students now need to build on that knowledge and understand how this fits into a working theatre using costumes, props, sets, lighting and sound.</p> <p>Throughout KS3 and into KS4, students will have supervised and managed access to the costumes, props, set pieces, lighting and sound equipment available within the Drama studio and this unit will give them the foundation knowledge required to use these tools to enhance their practice.</p>	<p>Student will be taught:</p> <ul style="list-style-type: none"> • How to interpret and design lighting. • How to interpret and design costumes. • How to interpret and design sets. • How to interpret and design sound. • How to design and create props. <p>This unit lays the foundations for KS4 which requires such skills as:</p> <ul style="list-style-type: none"> • <i>Developing a range of theatrical skills and applying them to create performances.</i> • <i>Developing an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.</i> • <i>Adopting safe working practices.</i> 	<p>Mechanics of Theatre - <i>all the things that make the theatre work.</i> (T3)</p> <p>Cyclorama - <i>a curved, plain cloth or plastered wall fitting to the rear of the stage. Often used as backing to a traditional set. (Usually shortened to just cyc, pronounced 'sike').</i> (T3)</p> <p>Gobo - <i>a partial screen used in front of a spotlight to project a shape.</i> (T3)</p> <p>Rake - <i>describes the slight slope which most stages have from upstage to downstage.</i> (T3)</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 interpret the design elements of theatre. There will be a prop design and make home learning task which will stretch and extend students.</p> <p>Every student will be tasked with doing a ‘mechanics of theatre’ analysis as the end of unit assessment (group task).</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 see students starting to cement this language as part of their spoken language.</p> <p>Texts regarding mechanics of theatre will be provided for further reading. Eg.:</p> <p>https://scenicandlighting.com/</p>	<p>This unit deepens students’ knowledge about interpreting social cues and then being able to empathise with others.</p> <p>There is a myriad of ‘hidden’ meaning within theatre and stage design, as with all art, and students will learn to interpret and analyse these meanings and then be able to apply them to everyday life.</p> <p>The above links into global and social issues as there are many different topics issues which can be presented on the stage.</p>	<p>This unit links directly to careers within the theatre and introduces students to elements such as:</p> <ul style="list-style-type: none"> • Sound design • Lighting design • Set design • Prop making • Costume design <p>These are all careers within their own right and are integral to making theatre.</p> <p>There will be a careers lesson at the end of this unit further exploring these areas.</p> <p>Teamwork is integral to the assessment piece so students will need to understand how to allocate roles effectively within the group and know how to analyse each other’s strengths and weaknesses in a critical but supportive way.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Teamwork is integral to the assessment piece so students will need to understand how to allocate roles effectively within the group and know how to analyse each other's strengths and weaknesses in a critical but supportive way. Therefore, students are developing their interpersonal and teamwork skills.</p> <p>Within the costume design aspects of this units, students will touch on different cultural considerations regarding clothing and what this can represent in different societies.</p> <p>Morally, students will learn a respect for equipment and sharing, as much of the equipment is owned by the school / teacher and will need to be treated with care and respect.</p>	<p>This unit has links with CC regarding looking at the costume of other cultures and what this represents.</p> <p>Students learn how to be practical and creative with their set designs so this unit also has strong links with design and technology faculty.</p> <p>There are also opportunities for working methodically as many of the design tasks are heavily practical and require a logical approach.</p> <p>There are timed tasks so students will learn how use time management effectively, developing numeracy.</p> <p>There are opportunities for reading aloud in class and developing their oracy skills when they read out their findings from each of the tasks.</p>	<p>Many young people enter the world of Drama in school with the clear preconception that they will only be concentrating on the acting and performing aspect which can cause anxiety in the more introverted students. This unit introduces students to the other equally important areas within theatre and reassures them that there is a place for them in the industry if performance is not one of their fortés.</p> <p>It can be easy to be passive when watching theatre with regard to the design aspects. Students will actively be encouraged to analyse these areas so they are aware of the theory behind the designers' choices.</p>

Assessment timeline:

- Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (Monologue). 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 in groups of no more than 3 surrounding a 'mechanics of theatre' design which will be marked using head, heart, hands, in line with department marking policy.
- Home learning will be a task based around the practical skill of prop making based around the skills learned in lesson. Feedback 4 marking will be used to assess any home learning pieces.
- WAGOLs will be supplied in lessons (where relevant) 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 the practical skill of prop making based around the skills learned in lesson. 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 such as peer assessment using 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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