

Year 8 Drama: SOL 3, Mother Courage and her Children (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students have learned skills from the five elements of theatre and the mechanics of theatre (design aspects).</p> <p>This unit aims to touch on practitioners from the theatre industry so that students can learn how theatre has developed over time with the input of key figures.</p> <p>This unit relates to the aims of KS2 History where students are required to: <i>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, economic, military, political, religious and social history; and between short and long term time scales.</i></p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> • About Bertolt Brecht and his placement within the time period. • A brief history of theatre and how it has come to be what it is today. • How to interpret and analyse characters (within the context of war). • How to write and perform a duologue for a particular subject. <p>These skills prepare students for KS4 and the below elements where they must:</p> <ul style="list-style-type: none"> • <i>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</i> • <i>develop a range of theatrical skills and apply them to create performances.</i> • <i>Work collaboratively to generate, develop and communicate ideas.</i> • <i>Develop as creative, effective, independent and reflective students able to make informed choices in process and performance.</i> 	<p>Verfremdungseffekt - <i>presenting familiar contents in an unfamiliar way to get a new effect so that the audience does not empathise with the story, but thinks about the message. (The Alienation Effect).</i> (T3)</p> <p>Fourth wall - <i>an imaginary wall that separates the actors from the audience.</i> (T3)</p> <p>Duologue - <i>a piece of dialogue between two characters.</i> (T3)</p> <p>Marxism - <i>a political and economic way of organising society where workers own the means of production and wealth is divided equally.</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 will be challenged to work in prescribed pairs to write their own duologue for two characters who have been affected by war.</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>Home learning tasks will be differentiated to support and extend all students. There will be a research task available with an extended writing piece, along with a</p>	<p>War is something which goes on the world in the modern day and affects people from all walks of life in a variety of ways.</p> <p>It is therefore important that students are able to empathise with people in this situation and have an understanding the world beyond their own window.</p> <p>They will be doing this through writing duologues from the mindset of the character affected by war and performing them in a convincing way using the acting techniques from the fifth elements which they have learned.</p>	<p>Student who are looking to go on and have careers as performers will continue to develop their acting skills by looking at this play; this insight into a war context will increase their versatility as an actor.</p> <p>Many jobs require you to work with people closely who you have not chosen so this will support students' development and resilience by encouraging them to work with people outside of their 'comfort zone'.</p> <p>Students will be made aware of the difficulties experienced in other countries and get them to think about the global situation in terms of how lucky they are to live in a developed country.</p>

cloze task.

Texts regarding mechanics of theatre will be provided for further reading. Eg.:

The Complete Brecht Toolkit. (Stephen Unwin).

Watching: 'The Lives of Others'.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will learn about the history of the soviet union and East Germany and Brecht's placement within this context.</p> <p>Students will touch on how theatre history has developed.</p> <p>Students will be able to empathise with people and the characters who are victims of war / dictatorships. (moral context).</p> <p>Socially, students will learn how to work in pairs to produce effective theatre pieces.</p>	<p>Brecht had a tenuous relationship with East Germany (under communist rule) and the United States and this will be looked at in the context of History.</p> <p>This unit will also look at Marxism and have links to the CC curriculum.</p> <p>There is an opportunity is for extended writing in the home learning task.</p> <p>Timed tasks will develop students' numeracy skills.</p> <p>There will be opportunities for speaking out and performing which will develop students' oracy skills.</p>	<p>Students may think that war may be a topic which is not for entertainment but it is important for students to be aware of the many different stimuli which form the basis of theatre and that theatre can be used for political / social/ historical commentary. This unit seeks to dispel this myth.</p> <p>Students may have a tendency to resort to comedy in line with being nervous about performing in front of their peers. While comedy is of course a valuable style of entertainment, it is essential that students are able to access and recreate more emotive moods of performance.</p>

Assessment timeline:

- Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (stage design). 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 based around a duologue. This will be marked using head, heart, hand, in line with department marking policy.
 - Home learning will be tasks based around a Brecht fact file. 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 (if students take the subject for GCSE) I will build these into my lessons / future SOLs.

Home learning

- Home learning will be tasks based around a Brecht fact file. 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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