

Year 9, SOL 2 / 3 Drama: War of the Worlds (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>This unit aims to build upon knowledge learned in all previous KS3 units and broaden this in terms of genre and themes. This unit seeks to bring all skills together and use these for an end of key stage 3 whole class production.</p> <p>Music is a universal language that embodies one of the highest forms of creativity and this unit will seek to build not only upon elements from Drama but also elements from the KS2 Music curriculum such as:</p> <ul style="list-style-type: none"> • <i>Listening with attention to detail and recalling sounds with increasing aural memory.</i> • <i>Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> <p>In KS4, students are tasked with creating their own pieces which involves them making stylistic choices which are similar to what they see within this piece.</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> • How to understand and analyse lighting. • How to understand and analyse costumes. • How to understand and analyse sets. • How to understand and analyse sounds. • How to understand and analyse props. • How to understand and analyse plot. • How to understand and analyse acting skills. • How to devise theatre. • How to take direction in a performance environment. <p>Students will be practically applying these skills in an end of unit performance / assessment.</p> <p>These skills will give students a solid foundation for key stage four as the following objectives must be demonstrated:</p> <ul style="list-style-type: none"> • <i>applying knowledge and understanding when making, performing and responding to drama.</i> • <i>exploring performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</i> • <i>developing a range of theatrical skills and applying them to create performances.</i> • <i>developing as creative, effective, independent</i> 	<p>End on - <i>when the audience are seated looking directly at a stage.</i> (T3)</p> <p>Choreography - <i>a sequence of steps and movements, most commonly used with reference to dance.</i> (T3)</p> <p>Subtext - <i>an underlying and often distinct theme in a piece of writing or conversation.</i> (T2)</p> <p>Diction - <i>the clarity of a performers voice to ensure all words are heard clearly.</i> (T2)</p> <p>Gait - <i>the way a character walks.</i> (T2)</p> <p>Motivation / Objective - <i>a character's reason for carrying out a particular act.</i> (T3)</p> <p>Idiosyncrasy - <i>a verbal or physical habit that is unique to the individual.</i> (T2)</p> <p>An Action - <i>the use of gesture or movement to imply meaning.</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>

and reflective students able to make informed choices in process and performance.

- *reflecting on and evaluating their own work and that of others.*
- *developing an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.*

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 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 use to these skills in order to create a short performance for their end of unit assessment (<i>whole class mini production</i>). They will also have a halfway assessment of an extended piece of writing.</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>During this unit the historical context of the play will be touched on (British Empire/ London's role / End of an era) so students will learn a little about the British Empire and its role within the world at the turn of the century.</p> <p>This not only informs students about the context within which the piece was written but about social issues at the time of writing.</p> <p>21st century entertainment draws upon all the aspects of theatre which the students have studied and so it is relevant to modern day life and for students to be part of a performance using the wide-reaching skills they have gained.</p>	<p>Students apply their knowledge and understanding directly to creating a whole class mini production and therefore gaining incite to how the drama and theatre industry work in a 'real-life' situation.</p> <p>Soft skills such as teamwork are developed within this unit which enhance their employability skills.</p> <p>Students will have access to the many types of equipment which is on offer within the Drama dept and there will also potentially be an opportunity for a school trip to see the War of the Worlds in action.</p> <p>Those students who are not looking to take Drama as a GCSE options will leave this unit and KS3 Drama as a whole with increased collaboration, communication and independence skills.</p>

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

<https://www.bbc.co.uk/bitesize/articles/zrhjkmn>

[https://en.wikipedia.org/wiki/The_War_of_the_Worlds_\(1938_radio_drama\)](https://en.wikipedia.org/wiki/The_War_of_the_Worlds_(1938_radio_drama))

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>During this unit the historical context of the play will be touched on (British Empire/ London's role / End of an era) so students will learn a little about the British Empire and its role within the world at the turn of the century.</p> <p>This not only informs students about the context within which the piece was written but about social issues at the time of writing.</p> <p>The production at the end of the unit will give students the opportunity to develop their social skills as they all have to work together towards the same goal, not only will this production act as a culmination of all the Drama knowledge and skills throughout key stage 3, but it will test their ability to come together as a team in order to produce something spectacular.</p>	<p>There will be an opportunity for extended writing in the mid-point assessment.</p> <p>There will be an opportunity to perform during the piece developing oracy skills.</p> <p>Students will need to manage their time effectively when doing timed tasks (numeracy).</p> <p>This unit links History directly through learning about the British Empire.</p> <p>This unit has strong literacy links in that this piece / text can also be studied for KS4 English.</p> <p>It also has strong links to the Music curriculum as outlined in the first section.</p> <p>Teamwork is also a skill needed which links to PE.</p>	<p>Students may have preconceived ideas about the British Empire which this unit will seek to debunk.</p> <p>Students may not realise the amount of work involved in creating a production. The many aspects needed for putting on the production planned will give students an insight into how theatre works in the real world.</p>

Assessment timeline:		
<ul style="list-style-type: none"> Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (Duo performance). 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 mid-point of the unit there will be an extended writing assessment. At the end of the unit there will be a whole class production which will act as the end of unit assessment. Both assessments will be marked using head, heart, hand, in line with department marking policy. Home learning will be tasks based around researching 'Life in Victorian Britain' and then doing a creative task around constructing a stimulus to use as the basis for the performance. 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		
<ul style="list-style-type: none"> Home learning will be tasks based around researching 'Life in Victorian Britain' and then doing a creative task around constructing a stimulus to use as the basis for the performance. 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. <i>Please see above section.</i> 		
Feedback		
<ul style="list-style-type: none"> Home Learning tasks are marked using Feedback 4. 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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