

Communications Faculty – (Drama) Year 9 Lady Hawkins’ School

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Devising Drama (exploring different strategies)	Monologues	'Teachers - Leavers 22' by John Godber	'Teachers - Leavers 22' continued		
Key Concepts	To create variety of different dramas from a range of stimuli	To explore how a character's choice of words and delivery can shape the audience's perception of them.	<u>Godber’s theatrical conventions:</u> Actors play multiple roles Direct address to audience Social commentary as humour Colloquial language Quick paced scenes Frequent changes of direction Use of different styles of text	<u>Godber’s theatrical conventions:</u> Actors play multiple roles Direct address to audience Social commentary as humour Colloquial language Quick paced scenes Frequent changes of direction Use of different styles of text		
Learning Objectives	Apply theatrical skills to realise artistic intentions in live performance	To create monologues that suggest or imply a character's feelings or traits, rather than stating them in an obvious way.	To explore the role of the arts in the curriculum; to understand ‘Godber-esque’ and the influence of other practitioners.	To explore the role of the arts in the curriculum; to understand ‘Godber-esque’ and the influence of other practitioners.		

Scaffolding for SEND to ensure quality first teaching	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role	Glossary of key skills / devices covered (Knowledge Organiser); targeted questioning; choice of challenges; tasks modelled e.g. teacher in role		
Careers input	To develop collaborative skills and their ability to adapt to challenges they may face to reach while engaged in the process of creating a drama.	To recognise the significance of verbal and non-verbal cues when communicating with others, especially when feelings are expressed.	Roles in theatre production: Costume, set and lighting design; director	Roles in theatre production: Costume, set and lighting design; director		
Links (prior knowledge,	This unit builds upon students' knowledge of	This unit build upon students' knowledge of	This unit builds upon students' knowledge of:	This unit builds upon students' knowledge of:		

future knowledge)	freeze frames, thought tracking, marking the moment and to prepare them to apply a range of dramatic techniques to dramas they have devised.	characterisation and to prepare them to write a monologue for a character of their own creation.	Role playing Still image Thought tracking Narrating Direct Address It will prepare them to apply the skills developed to multi-role playing and to interpret a script.	Role playing Still image Thought tracking Narrating Direct Address It will prepare them to apply the skills developed to multi-role playing and to interpret a script.		
Key Vocabulary	Proxemics, charactersiation, hot-seating, narration, cross-cutting, forum theatre	monologues, direct address, narrative devices, unreliable narrator	Intertextuality Role-on-the-wall Multi-role playing Hot seating Forum Theatre Breaking the Fourth Wall / direct address	Intertextuality Role-on-the-wall Multi-role playing Hot seating Forum Theatre Breaking the Fourth Wall / direct address		
Review and Assessment (including opportunities for retrieval practice)	FORMATIVE ASSESSMENT: Group work that utilises a range of stimuli and theatrical devices. Knowledge Organiser Test SUMMATIVE ASSESSMENT:	FORMATIVE ASSESSMENT: Pair and group work to explore characterisation through speech. Knowledge Organiser Test SUMMATIVE ASSESSMENT: The delivery of dramatic	FORMATIVE ASSESSMENT: Pair and group work to explore characterisation through speech. Knowledge Organiser Test	SUMMATIVE ASSESSMENT: Choose a scene from the play where you will be able to use multiple characters; develop the scene using the following mediums of drama: set, music, props, mime, multi-role,		

	In groups, create a performance of a known story in a creative way, using a variety of the explorative strategies studied.	monologues to their peers (teacher, peer and self-assessment).		and use of voice and spoken language EXTENSION: Improvise one of the scenes we hear about but never get to witness.		
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