

Year 7 Drama – Circus

Intent	<p>Wider Learning: Students will learn about the conventions of a Circus, the type of staging used in a circus. We will discuss the SMRC aspects of a Circus, such as use of animals, student's experiences of a Circus.</p>	<p>Prior learning: Students have learnt a range of Drama techniques, such as Still Image, Thought out Loud, Mime, PPTVI and Physical Theatre. They have also been building their confidence developing their characterisation and creating plots.</p>	<p>Key vocab: 1. Mime 2. Slow motion 3. Exaggeration 4. Facial expressions 5. Gestures 6. Body Language 7. Gait 8. Posture 9. Characterisation 10. PPTVI 11. Thought Out Loud</p>	<p>12. Unison 13. Canon 14. Still Image 15. Melodrama</p>
	<p>The big questions</p> <p>1. What type of staging is used in a Circus? 2. What skills can we use for characterisation? 3. What group techniques can we use in Drama? 4. What makes an effective mime?</p> <p>5. How can we interact with the audience? 6. What are the Pros and Cons of Theatre in the Round? 7. How can we use our voice in Drama?</p>			
Implement	<p>Order of learning</p> <p>Lesson 1- Mime and Slow-Motion Think,Pair,Share discussion: Who has been to the circus/what acts did you see? Starter- Tighrope mimed task Class read through of poem (Neville Knife Thrower) Bring Neville the Knife Thrower characters to life. Incorporate key physical skills – slow motion. Perform and evaluate.</p> <p>Lesson 2- PPTVI Use of Voice Starter- Discuss: What is PPTVI? Improvise a scenario focusing on PPTVI:- Teacher telling off student for sticking gum underneath a table (comment on use of PPTVI) Read the poem (Larry the Lion) and discuss Larry. How does he feel? His relationship with his master? Create a short sketch showing how Larry is treated by his master backstage. Incorporate the use PPTVI to show how Larry is spoken to. Extension task - Develop this by showing Larry and his master entering the stage: You MUST show Larry rebelling against his master! Perform and evaluate</p> <p>Lesson 3- Unison and Canon Starter- Clap and Click – get students to join in at same time once they get the order/rhythm-unison.-Pass the clap – canon-Define unison and canon. Retrieval discussion – what do we know about clowns? What PPTVI skills would clowns use? Read the clowns poem and pair/share why the clowns are clumsy. Create a movement piece (no dialogue) showing the three different things the clowns are doing getting ready to leave the house: One must be performed in canon. One must be performed in unison. Perform and evaluate</p> <p>Lesson 4- Slow Motion and Still Image 'Daily Routine' starter activity. Start your daily routine and count for 1-10 the mime should become more melodramatic on each count. Retrieval discussion: What skills have we learnt so far? In pairs, invent a new circus act. You must use alliteration for the act's name. There must be some kind of problem that occurs in the act. In pairs, rehearse new circus act. There MUST be use of slow motion and still image at some point in your piece. Perform and evaluate</p> <p>Lesson 5- Practical Assessment In your groups of 4-5 you will put together a circus show. Name your circus (I.e. The Clumsy Circus) -Decide on at least 3 acts from mine and the ones you created last week (remember you can play more than one character) -Each act must include at least 1 drama technique</p> <p>Lesson 6- Written Assessment Written assessment peer and self-assessment. Exam conditions. Teacher to model an improved written response. Students use purple pen to rewrite and restructure their responses on their Teams Assignment</p>			<p>Differentiation</p> <p>Differentiation Scaffold: Teacher Demos Suggest and scaffold ideas to students struggling with creative ideas. Key terminology embedded into instruction as a scaffolding tool for peer / self-assessment later in the lesson. Teacher to give success criteria of what makes an effective performance. Sentence starters, structure the performance into steps. Dual coding to help the terminology stick. Exemplars of written evaluations</p> <p>Stretch: Stretch students to use a wider range of drama skills in their characterisation. Students stretched to understand the principles of a successful plot structure. Stretch students to consider sub plot and sub text Students to use semiotics in their assessment Students to develop use of transitions between scenes</p>

Impact	<p>Assessment and homework</p> <p>Assessments</p> <ul style="list-style-type: none"> •Group practical assessment piece lesson 6, assessing their characterisation, use of the techniques Still image, mime, slow motion, unison, and canon. Embedding the use of drama skills in their performance i.e facial expression, body language, gestures •Written Assessment assessing use of subject terminology, analysing and evaluating self and peer work. <p>AO1: create and develop ideas to communicate meaning for theatrical performance. This is formatively assessed through observation of rehearsals, every lesson this is monitored.</p> <p>AO2: apply theatrical skills to realise artistic intentions in a live performance. Formatively assessed during lessons, summative assessment is through a final performance each half term</p> <p>AO3: demonstrate knowledge and understanding of how drama and theatre is developed and performed. Verbal contributions in lessons / contribution to group work</p> <p>AO4: analyse and evaluate their own work and the work of others. Formative assessment through verbal contributions in lessons, summative through written work in an assessment each half term</p> <p>Homework Attend a group rehearsal lunchtime session and work on improvements suggested.</p>	<p>Feedback</p> <p>Verbal feedback- strengths and areas for improvement each lesson on performance skills.</p> <p>Written feedback- on use of subject terminology and evaluation and analysis skills.</p>
	<p>Where will this be revisited?</p> <p>At Key Stage 3 Drama is taught on a spiral system whereby Drama Conventions are taught each year and the challenge of these skills increases with each unit. These Conventions are what they are assessed on at Key Stage 3 and 4 (Ao1 – 4 are assessed throughout Key Stage 3). Additionally, within the Drama Schemes of Learning, students learn Social, Cultural, Historical and Political issues using the Drama Conventions to stage them. Drama is taught through 'Process Drama' whereby each lesson, another scene is added until the summative assessment at the end of each half term, and this is self and peer assessed in a written assessment.</p>	