

Year 7 Drama– Humpty Dumpty

Intent	<p>Wider Learning: Students will read the first scene of the script 'The Terrible Fate of Humpty Dumpty' which is a play focussing on bullying and the consequences.</p> <p>Students will learn the layout of a script and the structure of a good plot.</p> <p>Students will develop transferrable skills such as teamwork, communication, listening and confidence.</p>	<p>Prior learning: This is the first time in year 7 that students have been introduced to Script.</p> <p>Students have learnt a range of drama techniques, building upon their knowledge and experience of drama conventions.</p>	<p>Key vocab: 1. Script 2. Characters 3. Scene 4. Plot 5. Chorus 6. Still image 7. Tension 8. Crosscutting 9. Characterisation 10. PPTVI</p>	<p>11. Facial expression 12. Body language 13. Eye contact 14. Gesture 15. Gait 16. Posture 17. Stance 18. Non-verbal communication</p>
	<p>The big questions</p> <p>1. What makes an effective plot? 2. How can we build tension? 3. What makes a successful crosscut? 4. What makes a successful still image?</p>		<p>5. What techniques can we use in a performance? 6. How can we convey meaning to an audience?</p>	
Implement	<p>Order of learning</p> <p>1. Script Reading Starter- Wink murder Introduce new SOL, focus on script. What is the layout of a script? Read Humpty Dumpty script, first scene Ask students differentiated questions to analyse the text. Consider themes, characters, their decisions, and possible plot. Students create a still image of one of the characters, Bring the character to life. Teacher to select 3-4 still images for the class to analyse.</p> <p>2. Still Image and Chorus Starter- in groups of 4-5, students improvise a quick scene at a football match/in the park where there is a group chant Introduce the technique of choral speaking. Why is this an effective technique? How could it affect the audience? As a group recap first scene from the play 'The terrible fate of Humpty Dumpty' . Look at Choral speaking within the scene. In groups of 4 or 5, use choral speaking when creating scene 1 of the script. Create a still image ending, decide what would happen next- cliff-hanger? Perform and feedback</p> <p>3. Crosscutting Starter- Walk in the manner of..... A young girl/boy who has stolen some lunch moneychange when caught by the headteacher A teenager who is on their way home from school with a mate... change as they walk through the door to an unhappy home life Two friends walking down the street together discussing their weekend.....change when bullies approach from behind and tell one of the friends they shouldn't hang around with the other. How can we build tension in drama? Think, pair, share In pairs, create a scene building tension where one of the characters is being interviewed by the police/school. (The other pair in the group creates a separate scene to crosscut and piece together next lesson) Perform and feedback</p> <p>4. Crosscutting Starter-Eyes up, down Refresh and re-cap from prior knowledge, what is crosscutting and how can we achieve it? Back in groups, piece together the 2 interview scenes to cross-cut between the 2 Perform and feedback</p> <p>5. Development Starter- Still image of character, bring character to life around the space Recap previous lesson of paired interviews of the incident In groups, students rehearse in preparation for assessment next lesson, focussing on improving their characterisation. Post-it note challenge for each group. Perform and feedback showing improvements in characterisation.</p> <p>6. Assessment Starter- Head/catch Assessment Rehearsal Recap drama techniques expected to be demonstrated in assessment. 10-minute rehearsal time, rehearse scenes. Perform for assessment.</p> <p>7. Peer and Self-Assessment 1. Written assessment peer and self-assessment. Exam conditions. 2. 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: Students to use a wider range of techniques in their group pieces. 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, Chorus and Crosscutting. 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? 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>	