



Year 7	The Toyshop	Term 2
Aims: <ul style="list-style-type: none"> To build on the skills introduced in Term 1 To be able to work both independently and as part of a group To create and develop characters To develop the use of the imagination to aid the exploration of a story To extend and develop a story through drama To use drama strategies in work to enhance a piece of drama To develop an understanding of how drama can help us to explore issues and find solutions To evaluate own and others work, using subject specific vocabulary, enabling work to be improved To improve and extend the use of spoken and written English during whole class, group and paired discussion To develop speaking and listening skills Links to KS4: components 1 and 2 and of AQA specification 3.1 Understanding Drama 3.2 Devising Drama 3.2.1 Creating devised Drama-developing the ability to develop ideas, collaborate with others, rehearse, refine and amend work in progress, analyse and evaluate the process 3.2.2 Performing devised Drama-developing the ability to realise artistic intention in devised drama 3.4.1 Performer-developing the ability to create and communicate meaning		
Key Skills		Literacy Links: Key Words: <i>Prepared improvisation, spontaneous improvisation, role-play, devising, teacher-in-role, thought tracking, narration, cross-cutting, split scenes, feedback</i> Verbal/Written communication Every lesson students will be working with others to create work and must communicate their ideas clearly
<ul style="list-style-type: none"> Team work Controlled and appropriate movement and vocals to represent a character Still image Identifying key themes and moments from a story Spontaneous and prepared improvisation Responding to Teacher-in-Role Cross-cutting and split scenes 		Numeracy Links: Students will be expected to work within time-limits - To create work that adheres to certain staging (use of space) -To work out the ages of characters at different time periods -To work out how much time has passed between key moments in the work -Students asked to consider the worth of money and the cost of debt

	Reading Students will read the ‘Toyshop Story’ as a class and support each other.	
Assessment	Cross-Curricular Links	
Devising: <ul style="list-style-type: none">Students will be assessed throughout the unit on their ability to work collaboratively to create and refine pieces of devised drama based on the story (Formative). Performing: <ul style="list-style-type: none">Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance (Summative). Responding: <ul style="list-style-type: none">Students will be assessed on their verbal ability to evaluate and analyse the work they are part of and the work they see (formative). Understanding <ul style="list-style-type: none">Students will take part in a short written assessment that focuses on key words, concepts and learning from the unit (Summative).	<ul style="list-style-type: none">Links to humanities through the SOW’s starting time period of WW2Links to Dance in terms of movement especially isolated movement of the toysLinks to English in terms of identifying key themes in a storyLinks to Maths in terms of money/debt	
	SMSC opportunities and British values	
	<ul style="list-style-type: none">All lessons centre on developing the whole child with a focus on communication, building trust and team workEncourages students to accept responsibility for their behaviour & show initiative.	
Opportunities for further learning		
Students are not set homework in Drama at Key Stage 3 but will be encouraged to extend their learning in and outside of the classroom by: Option 1- Leading and directing a piece for performance Option 2- Writing a short script Option 3- E-Learning watch clips that centre of physical theatre/movement Option 4- E-learning-use BBC Bitesize to revise main strategies Option 5- Write the next part of the story Option 6- Lightbox challenges		