



Year 8

Introduction to Script work and Reviewing Live Theatre

Term 5

Aims:

- To explore how to interpret a script and make decisions about staging and characters
- To watch and review live (digitally recorded live pieces) both verbally and written
- To be able to work both independently and as part of a group
- To gain knowledge about how different people may view home and belonging
- To develop an understanding of devising meaningful work from a variety of stimuli
- 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 of AQA specification

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:	Numeracy Links:
<ul style="list-style-type: none"> • Team work • Controlled and appropriate use of strategies to explore a theme • To develop audience skills through watching performances • Experimenting and challenging self through different approaches to the work • Developing an understanding of staging and stage space • Using and developing drama strategies to enhance work • Developing vocal and movement skills for performance 	<p>Key Words: <i>Interpretation, objectives, decisions, justified comments, critical opinions</i></p> <p>Verbal/Written communication Every lesson students will be working with others to create work and will be reading/using a variety of text and verbal communication.</p>	<p>-Opportunity to work within time-limits</p>
Assessment	Cross-Curricular Links	

<p>Devising:</p> <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 drama using scripts (Formative). <p>Performing:</p> <ul style="list-style-type: none"> Students should be able to demonstrate that they can create and perform a believable piece of work that is influenced by the script explored in the session (Summative). <p>Responding:</p> <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, demonstrate an understanding of live theatre and how to evaluate it (Formative). <p>Understanding</p> <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"> Humanities-looking at different cultures and locations Music-analysing sound/music as part of a live production Dance/movement-analysing dance/movement as part of a live production English/Literacy: script reading opportunities every lesson to develop these key skills, all practical tasks involve student's needing to work together successfully and in an independent way. <p>SMSC opportunities and British values</p> <ul style="list-style-type: none"> All lessons centre on developing the whole child, focusing on issues and relationships through the stimuli provided. Encourages students to accept responsibility for their behaviour & show initiative.
<p>Opportunities for further learning</p>	
<p>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:</p> <p>Option 1- Creating own scripts for performance</p> <p>Option 2- Direct a group for performance</p> <p>Option 3- Write alternative endings or extra scenes for existing scripts</p> <p>Option 4- E-learning-research news reports/locations to support the work in class</p> <p>Option 5- write a blog entry for the live theatre review</p> <p>Option 6- Lightbox challenges</p>	