



Year 7 Reviewing, Staging and Creating Theatre

Term 6

Aims:

- To build on knowledge gained last term
- To watch a live/digital (recorded live) performance
- To use all the knowledge gained over the year to be able to make critical judgments and decisions about own work and the work of others
- To be able to work both independently and as part of a group
- To develop written skills to discuss the work they have seen
- To develop an appreciation of how a professional play is performed
- To explore the potential of using varied staging and strategies to enhance work
- To develop an understanding of key roles and responsibilities within the theatre
- To evaluate own and others work, using subject specific vocabulary, enabling work to be improved
- To develop speaking and listening skills

Links to KS4:

components 1 and 3 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

- Team work
- Controlled and appropriate movement and vocals to represent a character
- To develop audience skills through watching an extended performance
- Reading out loud as a whole class and as part of a small group
- Developing an understanding of staging and stage space
- Using and developing drama strategies to enhance work
- Developing vocal and movement skills for performance

Literacy Links:

Key Words:
Play text, director, playwright, lighting designer, sound designer, stage manager, costume designer, set designer, performance, staging, theatre
Verbal/Written communication
 Every lesson students will be working with others to create work and must communicate their ideas

Numeracy Links:

Students will be expected to work within time-limits
 - To create work that adheres to certain staging (use of space)
 -To consider design of a set

	clearly and support each other.	
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 devised and scripted drama (Formative). <p>Performing:</p> <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). <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 (formative). <p>Understanding</p> <ul style="list-style-type: none"> Students will take part in a short written assessment that focuses on how to evaluate a piece of live theatre (Summative). 	<ul style="list-style-type: none"> Links to humanities through the SOW exploring a different culture and time period Links to Dance/PE in terms of movement Links to English in terms of creating characters, plot, structure of a play Design-set/costume 	
	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 work Encourages students to accept responsibility for their behaviour & show initiative. 	
Opportunities for further learning		
<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- Leading and directing a piece for performance</p> <p>Option 2- Writing or developing a scene for performance</p> <p>Option 3- E-Learning watch clips from other professional works</p> <p>Option 4- E-learning-use BBC Bitesize to revise main strategies and staging options</p> <p>Option 5- Designing set and costume for a scene/character</p> <p>Option 6-Lightbox challenges</p>		