



## Year 7 Aberfan

## Term 4

### Aims:

- To explore ways of devising drama from a stimulus
- To be able to work both independently and as part of a group
- To develop an appreciation for building realistic and believable characters
- To develop the use of the imagination
- To explore the potential of using real stories and people as the basis of a meaningful piece of work
- To extend and develop knowledge of a real situation through use of drama strategies
- To use drama strategies in work to enhance a piece of drama
- 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 with the introduction of monologue work
- To develop speaking and listening skills

### Links to KS4:

components 2 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 believable character
- Writing and performing monologues
- Using real life events to build a meaningful piece of drama
- Developing an understanding of staging and stage space
- Using and developing drama strategies to enhance work
- Devising and performing work with an emphasis on realism

### Literacy Links:

**Key Words:**  
*Stimulus, verbatim monologue, role-play, devising, performance, staging, realism, still image, thought tracking, split scene*

**Verbal/Written communication**  
 Every lesson students will be working with others to create work and must communicate their ideas clearly and support each other.

### Numeracy Links:

Students will be expected to work within time-limits  
 - To create work that adheres to certain staging (use of space)  
 -to consider the passage of time from the incident happening to present day  
 -to consider the passage of time in terms of how people might deal with the impact of the disaster

	<b>Reading/writing</b> -students will be using and developing their own monologues	
<b>Assessment</b>	<b>Cross-Curricular Links</b>	
Devising: <ul style="list-style-type: none"> <li>Students will be assessed throughout the unit on their ability to work collaboratively to create and refine pieces of devised drama based on a stimulus (Formative)</li> </ul> Performing: <ul style="list-style-type: none"> <li>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)</li> </ul> Responding: <ul style="list-style-type: none"> <li>Students will be assessed on their verbal ability to evaluate and analyse the work they are part of and the work they see (formative)</li> </ul> Understanding <ul style="list-style-type: none"> <li>Students will take part in a short written assessment that focuses on key words, concepts and learning from the unit (Summative)</li> </ul>	<ul style="list-style-type: none"> <li>Links to humanities through the SOW exploring historical events and a welsh community</li> <li>Links to Dance/PE in terms of movement</li> <li>Links to English in terms of creating characters and writing monologues</li> </ul>	
	<b>SMSC opportunities and British values</b>	
	<ul style="list-style-type: none"> <li>All lessons centre on developing the whole child with a focus on communication, building trust and team work</li> <li>Encourages students to accept responsibility for their behaviour &amp; show initiative.</li> </ul>	
<b>Opportunities for further learning</b>		
<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><b>Option 1</b>- Leading and directing a piece for performance</p> <p><b>Option 2</b>- Writing or developing a monologue for someone else to perform</p> <p><b>Option 3</b>- E-Learning watch clips that about the disaster</p> <p><b>Option 4</b>- E-learning-use BBC Bitesize to revise main strategies and staging options</p> <p><b>Option 5</b>- Doing research VIA PARENTS/GRAND PARENTS/INTERNET/BOOKS and finding real life stories linked to the event</p> <p><b>Option 6</b>-Lightbox challenges</p>		