



## Year 7 The Toyshop

## Term 2

### Aims:

- 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

- 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

### Literacy Links:

#### Key Words:

*Prepared improvisation, spontaneous improvisation, role-play, devising, teacher-in-role, thought tracking, narration, cross-cutting, split scenes, feedback*

#### Verbal/Written communication

Every lesson students will be working with others to create work and must communicate their ideas clearly

### 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

	<b>Reading</b> Students will read the 'Toyshop Story' as a class and support each other.	
<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 the story (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's starting time period of WW2</li> <li>Links to Dance in terms of movement especially isolated movement of the toys</li> <li>Links to English in terms of identifying key themes in a story</li> <li>Links to Maths in terms of money/debt</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>		
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: <ul style="list-style-type: none"> <li><b>Option 1-</b> Leading and directing a piece for performance</li> <li><b>Option 2-</b> Writing a short script</li> <li><b>Option 3-</b> E-Learning watch clips that centre of physical theatre/movement</li> <li><b>Option 4-</b> E-learning-use BBC Bitesize to revise main strategies</li> <li><b>Option 5-</b> Write the next part of the story</li> <li><b>Option 6-</b> Lightbox challenges</li> </ul>		