

KS3 Drama Unit of Work
Autumn Term Year 7 - The Plane.

Lesson Objectives.	Tasks.	Resources.	Keywords
<p>* All students will take part in the baseline assessment task with a low level of creativity and a willingness to participate in group work, offering basic contributions.</p> <p>* Most students will take part in the baseline assessment task, demonstrating a good level of creativity and willingness to participate. They will be able to demonstrate some basic drama vocal and physical skills such as gestures and vocal tone.</p> <p>* Some students will confidently take part in the baseline assessment task. They will demonstrate a high level of creativity and participation as well as showing good knowledge of some key drama skills (projection, body language, gesture and tone).</p>	<p><u>Lesson 1 - Baseline lesson.</u></p> <p>* Setting of routines and expectations. Teacher to go through entrance routines and expectations in drama with practice to check for understanding.</p> <p>* Silent starter Using mini whiteboards - questions on previous drama experience.</p> <p>* Warm up and confidence game Name torpedoes - teacher will need to break down how to play and run through students' names.</p> <p>* Baseline assessment task - Airport devised scene. - Teacher explanation/ modelling of task. - Students work in groups in 4/5 to create a short scene using improvisation. - Teacher to assess students on their use of vocal/ physical skills, confidence, creativity, willingness to participate and collaboration skills.</p> <p>* Setting of exit routines.</p>	<p>PPT Mini white boards. White board pens.</p>	
<p>* All students will gain an understanding of how physical skills can be used to portray a character. Practically, they will be able to demonstrate the skills of gesture and body language to enable them to create a character/ tell the</p>	<p><u>Lesson 2 - Creating a character with physical skills.</u></p> <p>*Reminder of routines and expectations. Teacher to observe if students have met expectations for starts of the lesson and can be revised if required.</p> <p>*Silent starter. Students use miniature white boards to write down all the different characters they might see at an airport. Teacher to give an example to prompt ideas.</p>	<p>PPT Mini white boards. White board pens. Scripts</p>	<p>Character Physicality Neutral Body language Gesture Facial expressions Projection</p>

<p>story. * Most students will gain a good understanding of how physical skills can be used to portray a character. Practically, they will be able to demonstrate the skills of gesture and body language with some projection and confidence enabling them to create a clear character/ tell the story. * Some students will gain a further understanding of how physical skills can be used to portray a character. Practically, they will be able to demonstrate the skills of gesture, body language and facial expression with good projection and confidence enabling them to create a believable character.</p>	<p>Discuss ideas - teacher to write up ideas on board for reference. * Practical task - using physical skills to show a character. - Students walk around the space in a neutral position (teacher to explain and model this). - Teacher to shout out different characters/ emotions/ moods (e.g. freezing cold/ exhausted/ late etc.) and students to physically embody character. - Stop and discuss key physical skill terminology and how students changed these to become characters (body language, gestures, facial expressions) * The plane script - Select four students to read out 'The Plane' script. - Questioning to check for any misunderstandings * Practical task - Rehearsing the script. - Students put into groups working groups of 4 - Decide characters and read through. - Start to rehearse the scene adding in physical skills. *Plenary Questioning/ discussion - How did students apply their physical skills learnt to their characters? <i>Set homework:</i> <i>Learning lines for assessment - due week 6 (assessment lesson)</i></p>		<p>Rehearsal</p>
<p>* All students will gain an understanding of using stage directions and space in a performance. They will be able to demonstrate well thought out positioning, with some levels and awareness of the audience. With prompts they will be able to add in their physical skills from the previous lesson. * Most students will gain a good understanding of using stage directions and space in a</p>	<p><u>Lesson 3 - Using space in drama.</u> *Reminder of routines and expectations. Teacher to observe if students have met expectations for starts of the lesson and can be revised if required. * Silent starter - Students use miniature whiteboards to answer questions on board about physical skill (checking understanding from previous lesson) and space (testing any prior knowledge). - Questioning and discussion to check understanding. * Practical task - areas of the stage. -Students close eyes with heads down - teacher calls different areas of the stage and students point (stage left, right, downstage, upstage etc.)</p>	<p>PPT Mini white boards. White board pens. Scripts</p>	<p><i>Character</i> <i>Physicality</i> <i>Neutral</i> <i>Body language</i> <i>Gesture</i> <i>Facial expressions</i> <i>Projection</i> <i>Rehearsal</i> <i>Space</i> <i>Stage Directions</i> <i>Levels</i></p>

<p>performance. They will be able to demonstrate well thought out positioning, various levels and a good awareness of the audience. They will be able to add in their physical skills worked on last lesson, developing further confidence in these.</p> <p>* Some students will gain a further understanding of using stage directions and space in a performance. They will be able to confidently demonstrate well thought out positioning and proxemics, various levels and an excellent awareness of the audience. They will be able to add in their physical skills worked on last lesson, developing further confidence in these.</p>	<ul style="list-style-type: none"> - Moving to the areas of the stage - teacher to call questions to determine where students go. * Student/ teacher demonstration of using space effectively. - Teacher to call up one group to use as demo - other students sat in audience position (this will need to be taught and practised). - Using students, the teacher demonstrates how space can be used effectively (inclusion of levels, proximity, positioning and backs to the audience). * Practical task - Students move into groups to block scenes using space effectively. - <i>Extension for more able - adding in further props and entrances and exits.</i> - Teacher to stop students halfway through the task to remind them of adding character through physical skills. * Showing of work. - 1 or 2 groups selected to show their work to the group - this should be announced at the start of the lesson so it is expected. * Plenary Task: Discussion of how demo groups used the space successfully and recap of key terminology. <p><i>Remind of homework:</i> <i>Learning lines for assessment - due week 6 (assessment lesson)</i></p>		<p>Proxemics Positioning Audience</p>
<p>* All students will gain an understanding of how vocal skills can be used to portray a character. Practically, they will be able to demonstrate the skills of pace and tone to enable them to create a character/ tell the story.</p> <p>* Most students will gain a good understanding of how vocal</p>	<p><u>Lesson 4 - Vocal skills</u></p> <p>*Reminder of routines and expectations. Teacher to observe if students have met expectations for starts of the lesson and can be revised if required.</p> <p>* Silent starter</p> <ul style="list-style-type: none"> - Students use miniature whiteboards to answer questions on board about using space (checking understanding from previous lesson) and vocal skills (testing any prior knowledge). - Questioning and discussion to check understanding. 	<p>PPT Mini white boards. White board pens. Scripts</p>	<p><i>Character</i> <i>Physicality</i> <i>Neutral</i> <i>Body language</i> <i>Gesture</i> <i>Facial expressions</i> <i>Projection</i> <i>Rehearsal</i></p>

<p>skills can be used to portray a character. Practically, they will be able to demonstrate the skills of pace and tone with some projection and confidence enabling them to create a clear character/ tell the story.</p> <p>* Some students will gain a further understanding of how vocal skills can be used to portray a character. Practically, they will be able to demonstrate the skills of pace, tone and pitch with good vocal projection and confidence enabling them to create a believable character.</p>	<p>* Practical task - experimenting with vocal skills. Students given a topic to discuss with a partner - teacher tells students to experiment with pace/ pitch/ pause and tone.</p> <p>* Independent task - Selecting moments to change vocals. Students work individually to select three moments in the script where they will change the quality of their vocals. Share with the group/ other actors playing the same character.</p> <p>* Practical task - Students move into groups to work on scenes, adding in vocal changes. - <i>Extension for more able - encourage students to work on changing the tone of their voice so it is different to their own voice.</i> - Teacher to stop students halfway through the task to remind them of adding character through physical skills and space.</p> <p>* Showing of work. - 1 or 2 groups selected to show their work to the group - this should be announced at the start of the lesson so it is expected.</p> <p>* Plenary Task: Discussion of how demo groups used changed their vocals successfully and recap of key terminology.</p> <p><i>Remind of homework: Learning lines for assessment - due week 6 (assessment lesson)</i></p>		<p><i>Space Stage Directions Levels Proxemics Positioning Audience Pace Tone Pitch Pause</i></p>
<p>* All students will have an understanding of the assessment criteria using their learning/ knowledge of some of the key drama skills learnt over the past lesson. They will remain focused during rehearsal time,</p>	<p><u>Lesson 5 - Assessment prep.</u> *Reminder of routines and expectations. Teacher to observe if students have met expectations for starts of the lesson and can be revised if required.</p> <p>* Silent starter - Assessment criteria. - Students use miniature whiteboards to answer questions on board about what makes a good drama performance -</p>	<p>PPT Mini white boards. White board pens. Scripts</p>	<p><i>Character Physicality Neutral Body language Gesture Facial expressions</i></p>

<p>successfully combining their vocal and physical skills learnt with space with some level of preparedness for assessment in the next lesson.</p> <p>* Most students will have a good understanding of the assessment criteria using their learning/ knowledge of most of the key drama skills learnt over the past lesson. They will remain focused during rehearsal time, successfully combining their vocal, physical and spatial skills learn, with a good level of preparedness for assessment in the next lesson.</p> <p>* Some students will have an excellent understanding of the assessment criteria using their learning/ knowledge of all of the key drama skills learnt over the past lesson. They will remain very focused during rehearsal time, successfully combining their vocal, physical and spatial skill, as well as considering use of props and costume, with and excellent level of preparedness for assessment in the next lesson.</p>	<p>Can they correctly identify key words based on skills covered in previous lessons.</p> <p>- Questioning and discussion to check understanding.</p> <p>* Warm up character game Performing an everyday activity as character.</p> <p>* Independent group rehearsal time. Students working in groups on performance pieces for next lessons assessment - Teacher to give feedback to each group.</p> <p>* 1 or 2 groups to show part of their work (groups that have not been before or more groups depending on time and progress made). Discussion of the group's success in meeting all the criteria named at the start of the lesson.</p> <p>* Discussion of costume and props for assessment next lesson.</p> <p><i>Remind of homework:</i> <i>Learning lines for assessment - due week 6 (assessment lesson)</i></p>		<p><i>Projection</i> <i>Rehearsal</i> <i>Space</i> <i>Stage Directions</i> <i>Levels</i> <i>Proxemics</i> <i>Positioning</i> <i>Audience</i> <i>Pace</i> <i>Tone</i> <i>Pitch</i> <i>Pause</i></p>
<p>* All students will take part in their assessment with some confidence and demonstrating some of the key skills learnt accurately. They will have some audience awareness and will</p>	<p><u>Lesson 6 - Assessment lesson.</u></p> <p>*Reminder of routines and expectations. Teacher to observe if students have met expectations for starts of the lesson and can be revised if required.</p> <p>* Silent starter - Reflection questions. - Students use miniature whiteboards to answer questions</p>	<p>PPT Mini white boards. White board pens. Scripts</p>	<p><i>Character</i> <i>Physicality</i> <i>Neutral</i> <i>Body language</i> <i>Gesture</i></p>

<p>showcase basic physical and vocal skills learnt.</p> <p>* Most students will take part in their assessment with good confidence and demonstrating many of the key skills learnt accurately. They will have good audience awareness and will showcase a good amount of physical, vocal and characterisation skills.</p> <p>* Some students will take part in their assessment with excellent confidence and projection, demonstrating all of the key skills learnt accurately. They will be highly aware of the audience, showcase strong physical and vocal skills and will use additional costumes and props to help convey the characters further.</p>	<p>on board about what makes a good drama performance - Can they correctly identify key words based on skills covered in previous lessons.</p> <p>- Questioning and discussion.</p> <p>* Warm up game - Warm up vocals and physical.</p> <p>* Independent group rehearsal time.</p> <p>Students working in groups on performance pieces for next lessons assessment - (10 minutes only)</p> <p>* Discussion of expectations for assessments.</p> <p>- Discussion and explanation of what is expected of students whilst performing and watching.</p> <p>* Final assessment.</p> <p>One group to set up and perform at a time.</p>	<p>Basic props/ costume.</p> <p>Assessment sheet.</p>	<p><i>Facial expressions</i></p> <p><i>Projection</i></p> <p><i>Rehearsal</i></p> <p><i>Space</i></p> <p><i>Stage Directions</i></p> <p><i>Levels</i></p> <p><i>Proxemics</i></p> <p><i>Positioning</i></p> <p><i>Audience</i></p> <p><i>Pace</i></p> <p><i>Tone</i></p> <p><i>Pitch</i></p> <p><i>Pause</i></p>
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Additional 7th lesson can be used for final feedback and reflection.