

| Meden School Curriculum Planning | | | | | | | |
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| Subject | Drama | Year Group | 8 | Sequence No. | 3 | Topic | Titanic |

| Retrieval | Core Knowledge | Student Thinking |
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| What do teachers need retrieve from students before they start teaching new content ? | What specific ambitious knowledge do teachers need teach students in this sequence of learning? | What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!' |
| <p>Vocal skill</p> <p>Pitch</p> <p>Pace</p> <p>Tone</p> <p>Volume</p> <p>Clarity</p> <p>Movement skill</p> <p>Pace</p> <p>Stillness</p> <p>Use of gestures</p> <p>Entrances and exits on stage</p> <p>Sustaining a character on stage</p> <p>Reaction to other characters on stage.</p> | <p>Developing a character portraying the upper/lower class. Showing through the use of the technique of a split screen the difference on board the Titanic between the upper and lower class. Key focus on use of gestures, dialogue, movement and vocal pitch, pace and tone to convey character.</p> <p>Creating a role on the wall of characters on board the Titanic and the back story to the characters. Key emphasis of focus on the who, what, where, why and when of the characters created.</p> <p>Using Stanislavski's methods of character objectives and the Magic If for their characters.</p> <p>Character objectives for the upper and lower class scene, students know what their character wants in the scene, this is their characters objective and this should be clear to the audience through the skill of vocal and physical movement.</p> <p>Applying a series of successful flash-backs, the technique of flash-backs is when a scene is shown in the past. This technique is</p> | <p>Inequalities of the class system during the Titanic and the different rights of people due to the class system.</p> <p>Rosa Parks, standing up to injustice of racial inequalities.</p> |

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| <p>Creating a devised piece of drama from a stimuli.</p> | <p>applied to the upper and lower class scene to establish key characters back stories.</p> <p>Creating mood and atmosphere on stage with emphasis on lighting and sound. Use sound effects and lighting effects to create mood and atmosphere on board the lifeboat.</p> <p>Use of voice in a performance, ensuring that a wide range of vocal skills are used to portray characters on stage.</p> <p>Focusing on use of status levels in a performance through voice, use of levels and gestures.</p> <p>Using Stanislavski’s techniques of character objectives to perform a character monologue. Character monologue is where one performer is on stage and is speaking their thoughts their story to the audience. Character monologues of being on board the life boat. Students firstly write out their monologue ensuring that they are building tension in their monologue and ma audience interest throughout. Rehearsal and then final performance of their lifeboat monologues with focus on creating mood and atmosphere on stage.</p> <p>Docu-drama techniques - creating a docu –drama of the Titanic, using the techniques of split screen, flash-back, placards. Montage, direct address.</p> | |
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| | <p>Each lesson, students are given the opportunity to watch 2 minutes of the live theatre clip and then respond to a series of questions about the clip from “Shrek The Musical”.</p> <p>For example – questions asked:</p> <ol style="list-style-type: none">1) What moment was the most effective in terms of key drama skills used, i.e tone of voice, use of movement on stage and why was the moment effective?2) What key production elements were the most effective and why?3) What particular skills from the performers can you use in the work that you are creating in lessons? | |
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