

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 9 Term: 1	Topic: Melodrama	<p><i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i></p> <p>Melodrama Stock Characters Exaggerated –Movement / gestures Clocking the –Audience Nonverbal communication. Music Halls 19th Century theatre context. Levels of Tension – Le Coq.</p> <p>Students are expected and encouraged to use terminology during verbal feedback, evaluations and peer and self-assessment.</p>
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>To start the academic year, students are introduced to melodrama in term 1 of year 9, studying specific performance and acting skills that were popular during the 19th century.</p> <p>In year 9, the students' classes will change. As this is the first topic as a new class, it is therefore important to explore a fun topic in order for students to be able to break down barriers and feel comfortable within their new setting. The fun and over-the-top genre allows this to happen.</p> <p>Each lesson, students will explore one or 2 of the specific skills of melodrama. Clocking the audience, exaggerated gestures, non-verbal communication, the significance of music and stock characters. Which are up to create short performances in the style of a 19th century music hall. Many of these are small scripted examples of students working in pairs or groups of 3.</p> <p>Students will explore throughout the lessons the following techniques:</p> <ul style="list-style-type: none"> ● Stock Characters ● Exaggerated –Movement / gestures ● Clocking the –Audience ● Nonverbal communication ● Levels of Tension <p>For the final assessment, students create a music hall style performance sharing a small self-devised extract drawing on the skills taught over the scheme.</p>		
<p>What prior learning supports understanding of this content?</p> <p>Clocking the audience and exaggerated movement looking closely with mask work completed in year 8.</p>	<p>How does this content link to future learning?</p> <p>Theatre history.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Small scripted cue cards for spoken lines. Lesson instructions / challenge tasks / if you are stuck guidance displayed on PowerPoints for every lesson.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Evaluation – students will be required to write a final evaluation of WWW and EBI linking to the impact and communication with an audience. An</p>	

extension of this is to complete a review of the work of another groups.

Key assessments:

How will feedback be received?

What will be seen in books?

Written feedback of practical work in PLC found in work students booklets at the end of the scheme.

Verbal feedback given every lesson from teacher and peers.

Marking of the extended written task to include the college marking policy.