

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 7 Term: 3	Topic: Macbeth	<p>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <p>Pace volume pause Staging Blocking Role Play Multiple Role Playing Marking-the-Moment. Plot Contemporary</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>Throughout this scheme, students will explore the famous story of Macbeth through a range of different drama conventions. They will learn about new drama techniques and skills whilst developing and embedding previous learning.</p> <p>Each lesson, a section of the story will be explored through the development of the following drama skills:</p> <ul style="list-style-type: none"> <li>• Vocal skills (pace, volume and pause) to create effect.</li> <li>• Staging and Blocking</li> <li>• Role Play</li> <li>• Scripted lines.</li> <li>• Multiple Role Playing</li> <li>• Marking-the-Moment</li> </ul> <p>Students are also given the opportunity to expand on skills previously learnt and how that can be applied to scenes in Macbeth such as:</p> <ul style="list-style-type: none"> <li>• Body as Prop</li> <li>• Narration</li> <li>• Soundscapes</li> </ul> <p>For assessment, students create their own version of the play 'Macbeth'. Through collaboration with the class, 5 key scenes / moments from the play are decided on and students then create these in a linear order, through improvisation and role-play.</p>		
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students will have previously explored still images; body as prop, soundscapes thought tracking, role-play, and be able to build on these throughout the unit.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will develop an understanding of social context of the play which links to other Shakespeare topics covered in year 8 and 10. Building tension and multiple role-play is a key skill which can be applied in many other schemes throughout KS3.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Use of quotes from the text, which students are to include in some lessons.</p> <p>Lesson instructions / challenge tasks / if you are stuck guidance displayed on PowerPoints for every lesson.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Map a time line of key events of the play.</p> <p>Students are required to complete a written evaluation their final performance in their learning journals.</p>	
<p><b>Key assessments:</b></p> <p><i>How will feedback be received? What will be seen in books?</i></p> <p>Written feedback of practical work in PLC found in work students booklets at the end of the scheme.</p>		

Verbal feedback given every lesson from teacher and peers.  
Marking of the extended written task to include the college marking policy.