

| KEVICC KS3 Curriculum: | Subject: Drama | Key terms and vocabulary. |
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| Year: 8 Term: 1 October - December | Topic: Mask | <i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i> |
| <p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>This unit focuses on the specific performance skills to be able to perform in a full mask. The scheme is designed to introduce the students to a specific skills / exploration of mask rules, lesson by lesson, cumulating in a final performance where all elements are integrated into a piece of mark performance inspired by the Trestle Theatre Company.</p> <p>https://www.trestle.org.uk/</p> <p>Each lesson, students will be introduced to different skills, ranging from specific mask elements to simple activities to help develop ensemble skills.</p> <p>Throughout this unit, students are invited to work on a design project as a homework task. Designing and making a mask for one of the stock characters. Which is one of most popular and successful lessons when students bring their creations into college and share with their peers.</p> <p>Students will explore throughout the following techniques:</p> <ul style="list-style-type: none"> • Ensemble • Spatial Awareness • 4 rules of mask • Passing the focus • Creating a character • Non-verbal communication • Exaggeration of movement • Levels of tension • Clocking the audience • Role of the unmasked character • Stock Characters <p>Students are also given the opportunity to expand on skills previously learnt and how that can be applied to scenes to help show their character in stage. These include:</p> <ul style="list-style-type: none"> • Breaking the fourth wall • Ensemble • Rehearsal and responding to feedback <p>For assessment, students perform a final piece, which is self-devised from a choice of scenarios. The performance is assessed on the inclusion and application of mask skills. These are rehearsed with opportunities for written peer assessment so students can learn to respond to feedback.</p> | | <p>Ensemble Spatial Awareness 4 rules of mask Passing the focus Creating a character Non-verbal communication Exaggeration of movement Levels of tension Clocking the audience Unmasked Stock Characters</p> <p>Students are expected and encouraged to use terminology during verbal feedback, evaluations and peer and self-assessment.</p> |
| What prior learning supports understanding of this content? <p>Ensemble work and communication with peers is key to being successful in this unit. These skills are embedded in the group work throughout the drama curriculum.</p> | How does this content link to future learning? <p>The use of creating a character through role play and the symbolic representation of masks. Students become more successful with movement skills which can be applied in other genres.</p> | |

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| <p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Character and scenario cards 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 are to complete a written evaluation of their final assessed performance.</p> | |
| <p>Key assessments: <i>How will feedback be received?</i> <i>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. Verbal feedback given every lesson from teacher and peers. Marking of the extended written task to include the college marking policy.</p> | | |