

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 8 Term: 2 February – March/April	Topic: Improvisation	
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>This unit has been included to expose students to spontaneous improvisation. Students develop their imagination, their creativity and develop in confidence. After exploring the basic rules of blocking and accepting, each lesson is designed to allow students respond to a range of different stimuli in order to spark a response in the form of a spontaneous, non-rehearsed, improvisation. This is a key skill for devising. To be able to play with ideas, characters and evaluate them in a practical way. Stimuli include props, hats, character objectives, scenarios and opening lines, alongside improvisational games such as "Yes...and", park bench and the improvisation circle. These all allow for students to practice and gain confidence in their ability to improvise in drama.</p> <p>Throughout out the scheme, students will develop the following skills:</p> <ul style="list-style-type: none"> • Imagination • Creativity • Confidence • Blocking • Accepting <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> <p>Devising theatre – creating their own characters and scenes based on a topic, stimulus, play etc.</p> <p>The assessment for this unit differs from the others as students participate in an improvisation circle. Within the circle, there is the use of props, costumes and hats to aid their creativity. Responding to others and their ability to accept ideas and create theatre from the onset.</p>		<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>Imagination Creativity Confidence Blocking Accepting</p> <p>Students are expected and encouraged to use terminology during verbal feedback, evaluations and peer and self-assessment.</p>
<p>What prior learning supports understanding of this content?</p> <p>Performance and creativity.</p>	<p>How does this content link to future learning?</p> <p>Importation is a key tool for devising theatre, which is a assessed unit for GCSE Drama.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Scenario cards and character objectives. 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 of final assessment piece.</p>	

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.