

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 8 Term: 3	Topic: 'Alice' by Laura Wade	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>In this scheme, students develop the skills required to explore and stage a scripted play. Alice by Laura Wade is very successful with the year 8's, giving them the opportunity to develop an understanding of how the famous story of 'Alice in Wonderland' was adapted not only for the stage, but for a more contemporary audience. The play provides quirky characters, which the students seem to really engage with, developing empathy for the characters and considering the social and historical context in which the play was written.</p> <p>At the beginning of the scheme, sections of the play are cast and read as a whole class, replicating that of an initial read through within the professional setting. Students are then introduced to skills which takes the play 'from the page to the stage', these include:</p> <ul style="list-style-type: none"> <li>• Blocking</li> <li>• Hot Seating</li> <li>• Rehearsal</li> <li>• Direction</li> <li>• Theatre Terminology – e.g. upstage etc.</li> <li>• Lighting</li> <li>• Costume</li> <li>• Sound / Sound effects</li> <li>• Props</li> <li>• Atmosphere</li> <li>• Audience response</li> <li>• Duologues</li> </ul> <p>Students develop an understanding of the importance of focused rehearsal and responding to feedback, through teacher and peer assessment through an allocated period of independent rehearsal.</p> <p>For the final assessment. Students create a duologue from the play (or in groups of three). They are given an extract from the play that they perform, with costume, props, lighting and sound. The students are required to learn their lines over a period of a few weeks as an ongoing homework task.</p> <p>A challenge / extension task of this unit is the performance of their work in the end at year KS3 drama showcase, in which parents, family and friends are invited alone to come and watch the work.</p>		<p>Blocking Hot Seating Rehearsal Direction Theatre Terminology – e.g. upstage etc. Lighting Costume Props Sound Sound effects Atmosphere Duologues Audience response</p> <p>Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.</p> <p>Plenary.</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students will have previously explored duologues and have a context of staging with lighting, costumes, props etc. from the professional theatre review scheme.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will develop further understanding of social context for all plays studied in the future. The staging of a script links directly to the GCSE Drama exam, Presenting and Performing texts.</p>	

**Reading:** *Where in the unit are students supported to read complex academic text?*

Students will be required to read scenes / sections from the play text. Some students will read aloud to the class whilst others follow. All students required to read and learn sections of the script.

**Writing:** *Independent writing tasks and how they are structured*

Evaluation – students will be required to write a final evaluation of WWW and EBI linking to the impact and communication with an audience. An 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.