

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 9 Term: 1 September – October	Topic: Shipwreck	<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>Throughout this scheme, students will explore the true story of the Mignonette shipwreck. Students will explore a range of drama conventions, learn about different drama techniques and gain an understanding of how to show multiple opinions and viewpoints in a drama performance. This topic also raises many cross curricular links and enables students to question moral dilemmas through role play in a safe and secure environment.</p> <p>Each lesson, students will be introduced to a number of real-life characters from the Mignonette and explore different segments from the story itself as the lessons progress.</p> <p>Students will explore throughout the lessons: the following techniques</p> <ul style="list-style-type: none">• Rehearsal techniques• Creating tension• Monologues• Thought Tracking• Body language• Facial Expressions• Showing status on stage through levels and proxemics.• Flashbacks• Vocal Skills to portray characterisation <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• Use of transitions• Proxemics• Body as Prop <p>Students for assessment perform a court scene showing multiple opinions and facts they have learnt from the story to show the different perspectives of the people involved. This is to include the monologues they write for one of the lessons.</p>		<p>Thought Tracking</p> <p>Vocal Skills</p> <p>Monologues</p> <p>Role Play</p> <p>Body Language</p> <p>Facial Expression</p> <p>Character</p> <p>Proxemics</p> <p>Levels</p> <p>Status</p> <p>Dilemma</p> <p>Flashbacks</p> <p>Tone</p> <p>Pitch</p> <p>Pause</p> <p>Emphasis</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?	How does this content link to future learning?	
Students will have explored still images; narration, thought tracking, proxemics, body as prop and role-play and be able to build on these throughout the unit.	Students will develop further understanding of how to create a character and show different viewpoints in future topics. It allows for structural elements to be embedded into future work.	
Reading: <i>Where in the unit are students supported to read complex academic text?</i>	Writing: <i>Independent writing tasks and how they are structured</i>	
Character information and the story and facts about the shipwreck are displayed throughout the unit. Students encouraged to read these out loud in class or follow. Lesson instructions / challenge tasks / if you are stuck guidance displayed on PowerPoints for every lesson.	Writing in role – students are required to write a monologue from the perspectives of one of the characters involved in the story.	

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.