

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 9 Term: 1 October - December	Topic: Verbatim Theatre	
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>Verbatim theatre is a form of documentary theatre in which the words of people involved in an event, are used and recreated in performance to express personal views and perspectives.</p> <p>In previous years, this scheme has been successful exploring the London Riots, but can change to reflect recent events or ones of student's interest. Students will watch and listen to blogs, interviews, testimonials and news reports, scribing the words of the people expressing what they witnessed / felt / experienced etc. These then used to create a performance, replicating their words, emotions and mannerisms.</p> <p>The lessons develop from research into the structuring of the performance and the development of monologues and cross cutting.</p> <p>Students will explore throughout the lessons the following techniques:</p> <ul style="list-style-type: none"> • Verbatim • Monologues • Duologues • Documentary • Cross Cutting • Evaluation <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"> • Evaluation <p>For assessment, students will perform a piece of Verbatim Theatre in the style of cross cutting testimonials.</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>Verbatim Monologues Duologues Documentary Cross Cutting Evaluation</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>Evaluation from self and peer assessment. Evaluations of final performances act as a basis from which to start considering WWW and EBI of a professional production.</p>	<p>How does this content link to future learning?</p> <p>Research into a theme to structure a performance directly links to the GCSE Drama Devising Theatre Unit.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Students will be required to conduct detailed research. This is read and annotated to show engagement and development from the task. 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>Work booklets. Written tasks structured from mind maps and PEAL paragraphs.</p> <p>Scribing spoken words</p> <p>Written evaluation of final performance</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.