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| **PATHWAY LONG TERM PLAN – DRAMA (2021/22)** |
| **Accreditation Links: OCR unit number: L1** **Unit Title: Taking part in a performance / Life and Living Skill Area: Performing Arts** |
| **Preparation for Adulthood:****Employment****Independent Living** **Good Heath****Friendships, Relationships & Community** | **Focus / Target Areas:****Literacy / communication skills / understanding different roles / team work****Reading / comprehension / speaking / listening / responding** **Personal, social & emotional development / dance and movement** **Group work / listening to each other /co-operation skills / working together towards common goals** |
| **Autumn** | **Drama – Exploring a play from the Superscript series: *Payback*** |
|   | **Key Objectives:*** To work collaboratively to generate, develop and communicate ideas
* To be able to speak confidently in front of a group
* To be able to take turns in conversations, listen to others and respond accordingly
* To use props and costumes in a performance
* To be able to read dialogue and follow a simple script
* To show an awareness and understanding of the context of a narrative
* To develop a range of theatrical skills and apply them to create a short performance
* To be able to change the volume of your voice
* To be able to use facial expression to show others what you mean
* To explore ways in which music, song, movement and dance can be used within a play
 | **Supporting Activities:*** Introduce and play a range of confidence building games and trust exercises
* Discuss what students already know and understand about drama, share previous experiences
* Introduce the script we will be working on: *Payback (a bully gets taught a lesson he won’t forget)*
* Discuss the differences between performance roles and production roles
* Work together to decide on casting and allocation of production roles
* Read and explore the script as a group, discussing narrative, setting, context and characters
* Rehearse scenes from the scripts within their performance or production role. Examples of *performance roles*: actor, singer, dancer.

Examples of *production roles*: lighting / sound technician, props, costume* Explore opportunities where music, movement and song can be used within storytelling
* Perform plays to each other (splitting into two groups)
* Peer evaluation of performances, offering constructive feedback to each other
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| **Spring** | **Drama – Taking part in a performance: *Charlie & the Chocolate Factory*** |
|  | **Key Objectives:*** To work collaboratively to generate, develop and communicate ideas
* To take turns in conversations, listen to others and respond accordingly
* To speak confidently in front of others and adjust the volume of your voice to project to an audience
* To be able to read dialogue and follow a more complex script
* To show an awareness and understanding of the context of a more complex narrative
* To develop a range of theatrical skills and apply them to a performance
* To take on a positive role in preparing for a performance
* To use facial expression to show others what you mean
* To explore ways in which music, song, movement and dance can be used within a performance
* To use props and costumes in a performance
* To take part in regular rehearsals, in either a performance or production role
 | **Supporting Activities:*** Students choose and lead weekly group confidence / trust building games
* Introduce the script we will be working on: *Charlie & the Chocolate Factory*
* Read the script together and explore in detail the setting, narrative and characters
* Decide collaboratively who will play the characters
* Decide collaboratively who will take on various production roles
* Explore ways in which we can bring the story to life through music, movement, dance and song
* Rehearse the play weekly with a view to performing it to another class / parents
* Feedback and evaluation: use rehearsal opportunities to self reflect and peer evaluate, help each other improve and develop their roles within the production
* Take part in the final performance in front of another class or parents
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| **Summer** | **Drama - Taking part in another performance - Superscript: *Island Footprints*** |
|  | **Key Objectives:*** To work collaboratively to generate, develop and communicate ideas
* To contribute to discussions and share ideas within a group
* To take turns in conversations, listen to others and respond accordingly
* To speak confidently as part of a group and in front of an audience
* To adjust the volume of your voice appropriately
* To use props and costumes in a performance
* To be able to read dialogue and follow a script confidently
* To show awareness and understanding of the context of a narrative
* To develop a range of theatrical skills and apply them to create a performance
* To use facial expression to show others what you mean
* To explore ways in which music, song, movement and dance can be used within a play
* To be able to rehearse a performance or production role
* To be able to carry out a role with focus and commitment
 | **Supporting Activities:*** Students work in pairs to design and lead their own confidence building / trust games
* Introduce script we will be focusing on: *Island Footprints*
* Work collaboratively to read and explore the script, discussing in detail the setting, narrative and characters
* Decide collaboratively who will play the characters
* Decide collaboratively who will take on the production roles
* Develop creative opportunities where music, movement and song can help drive the narrative forward
* Rehearse the play weekly with a view to performing it to another class / parents
* Peer evaluation opportunities – introduce ‘a star & a wish’ students tell each other one thing they enjoyed from a performance and offer one piece of constructive criticism to help improve a peers performance
* Take part in the final performance in front of another class or parents
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| **WIDER CURRICULUM LINKS** * Literacy: Reading, Speaking & Listening: students will have opportunities throughout the year to read a range of scripts and develop a wide range of communication skills
* Numeracy: students will demonstrate an understanding of chronological and numerical order (page/scene/ line number) in order to follow and use a script confidently
* ICT: students will have opportunities to learn how to operate both sound and lighting equipment
* Music, Movement, Dance & Song: opportunities to express themselves and bring stories to life by incorporating a variety of expressive arts into drama and storytelling
* SMSC: students will have opportunities to explore different characters / stories and show an appreciation of different cultures and how to deal with moral conundrums
* PSHE: analysing and understanding relationships between people within a variety of narratives. Building confidence and resilience through rehearsal and performance opportunities
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