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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 |
| **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 |
| **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 |
| **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 | | | |