


Department	Drama	 <b>HeathPark</b> <small>EVERY PUPIL ALWAYS IN FOCUS</small>
Key Stage	Key Stage 3/ Year 7	

Date Delivered	Unit Title	End Point	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
<b>Term 1</b>	Superheros	Assessment will be the students ability to present stock characters & archetypes in performance and techniques to a performance.  <b>Key skills to be developed include:-</b> <ul style="list-style-type: none"> <li>• Gestures</li> <li>• Symbolic Statue</li> <li>• Still Image</li> <li>• Thought Tracking</li> <li>• Role Play</li> <li>• Hot Seating</li> </ul>	Introduced to stock characters that link to the genre 'Superheroes	<ul style="list-style-type: none"> <li>• Identify a 'Stock character 'in the superhero genre.</li> <li>• Consideration of key physical areas of a character</li> </ul>	<b>Mid Point Review</b> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Spellings</li> <li>- Interm Questions</li> <li>- RAG Rate</li> </ul> <b>End Point Review</b> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Written Response</li> </ul>	Knowledge Book/ Assessment Booklet  Scheme of work resources
			Present the goals (objectives) of a 'Superhero' through voice/ movement.	<ul style="list-style-type: none"> <li>• 'Narration 'to provide additional information (past, present, future) to an unknowing audience</li> <li>• Mark the Moment showcasing significant action in the scene.</li> <li>• Open/ closed questions through Hot Seating.</li> <li>• Transitions to fluid cross cut between scenes.</li> </ul>		
			Students are able to explore juxtaposing thoughts, ideas/concepts in a scene.	<ul style="list-style-type: none"> <li>• Flashback</li> <li>• Conscience Alley - Character dilemmas</li> <li>• Tension - 'Freeze Frame 'to mark the moment in a role play.</li> </ul>		
			Students can personify objects through the use of movement & dialogue.	<ul style="list-style-type: none"> <li>• Total Theatre - Personification of inanimate object</li> <li>• Character development; Alter-ego using Role on the wall</li> </ul>		

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			Students are able to use dialogue to present juxtaposing lines of dialogue.	<ul style="list-style-type: none"> <li>• 'Angel and Devil 'to present the audience with a characters moral dilemma</li> <li>• Juxtaposition through physicality (still image, alter-ego) &amp; vocals (verbal machine)</li> </ul>		
<b>Term 2</b>	Dracula by David Calcutt	<p>Assessment will be the students ability to apply Melodramatic acting styles, and techniques to a performance.</p> <p><b>Key skills to be developed include:-</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Plot</li> <li>• Exaggerated Gestures</li> <li>• Mime</li> <li>• Narration – First &amp; Third</li> <li>• Monologue</li> <li>• Climax/ Anti-Climax.</li> </ul>	Understanding Narrative & Plot.	<ul style="list-style-type: none"> <li>• Gothic Literature</li> <li>• Characteristic associated with the Gothic Literature</li> <li>• Storyline &amp; narrative in David Calcutt's 'Dracula'.</li> <li>• Themes, issues &amp; ideas</li> </ul>	<p><b>Mid Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Spellings</li> <li>- Interm Questions</li> <li>- RAG Rate</li> </ul>	<p>Knowledge Book/ Assessment Booklet</p> <p>Scheme of work resources</p>
			Understanding of Character	<ul style="list-style-type: none"> <li>• Stock Characters</li> <li>• Stereotypical characters in David Calcutt's 'Dracula'.</li> <li>• Melodrama</li> </ul>	<p><b>End Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Written Response</li> </ul>	
			Exaggerated Gestures	<ul style="list-style-type: none"> <li>• Gestures &amp; Exaggerated Action.</li> <li>• Application of 'Exaggerated Gestures' (Devil &amp; Angel, Hot Seating).</li> <li>• Devil &amp; Angel to explore a character's moral dilemma.</li> </ul>		
			Mime	<ul style="list-style-type: none"> <li>• Mime</li> <li>• Exaggerated action.</li> </ul>		
			Dramatic Mediums - Narration/ Monologues	<ul style="list-style-type: none"> <li>• Identify the difference between '1st/ 3rd Person Narrative Voice'.</li> <li>• Plan and write a monologue in role as a central character from Dracula.</li> </ul>		

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			Explosive Narrative	<ul style="list-style-type: none"> <li>• Climax &amp; Anti-Climax</li> <li>• Tension &amp; suspense</li> <li>• Marking the Moment</li> </ul>		
<b>Term 3</b>	Commedia Del Arte'	<p>Assessment will be students ability to apply Comedic Stock Characters into improvised performances. Using comedic Lazzi's to reintroduce humour and excite to engage an audience.</p> <p><b><u>Key skills to be developed include</u></b></p> <ul style="list-style-type: none"> <li>• Improvisation – Be creative and use imagination to devise spontaneous action.</li> <li>• Exaggeration – Use over the top, big, bold gestures, actions and movements to bring to life a scene through physicality.</li> <li>• Action &amp; Reaction – Be able to present a</li> </ul>	<p>Creating a character</p> <hr/> <p>Creating a 'Archetype/ Stereotype'</p> <hr/> <p>Brief Introduction to Commedia Del'Arte, Stock Characters (Archetypes/ Stereotypes) &amp; Improvisation.</p>	<ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Symbolic statue is a frozen statue that represents thoughts, feelings, emotions and abstract concepts.</li> <li>• Still image is a frozen image that represents an emotion.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Stock Character is a stereotypical character resented on stage reflected in everyday society.</li> <li>• Archetypes is a very typical example of a certain person or thing.</li> </ul> <p>1 – PANTALONE, 2 - IL DOTTORE, 3 - IL CAPITANO &amp; 4 – ARLECCHINO</p> <ul style="list-style-type: none"> <li>• Commedia Del 'Arte is an early form of professional theatre, originating from Italy, that was popular in Europe from the 16th to the 18th century.</li> <li>• Key skills and techniques associated with particular Comedic archetypes.</li> <li>• Improvisation is something made up spontaneously on the spot.</li> </ul>	<p><b>Mid Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Spellings</li> <li>- Interm Questions</li> <li>- RAG Rate</li> </ul> <p><b>End Point Review</b></p> <ul style="list-style-type: none"> <li>- Practical Performance</li> <li>- Written Response</li> </ul>	<p>Knowledge Book/ Assessment Booklet</p> <p>Scheme of work resources</p>

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		<p>humorous character relationship on stage through the use action and reaction.</p> <ul style="list-style-type: none"> <li>• Gestures – The use of hand positioning to communicate through Mime and Non-Verbal Communication.</li> <li>• Comedic Action – Can work to build tension and suspense in a scene to add humor and laughter into narrative to engage and audience.</li> </ul>	<p>The Classic Characters of Commedia Del’ Arte - Character Analysis of Comedic Stock Characters.</p>	<ul style="list-style-type: none"> <li>• Characteristic of the ‘Stock Characters’ Pantalone, Il Dottore, Characters’ IL Capitano &amp; Arlecchino.</li> </ul>		
			<p>Lazzi: The Nuts and Bolts of Comedy.</p>	<ul style="list-style-type: none"> <li>• Lazzi is a "gags" or stock jokes which can be added into a commedia dell'arte play or performance in order to ensure the comic action keeps pace.</li> <li>• Lazzi that engages and entertains the audience through humour and practical buffoonery.</li> </ul>		
			<p>Application of techniques</p>	<ul style="list-style-type: none"> <li>• Stock Character is a stereotypical character resented on stage reflected in everyday society.</li> <li>• Archetypes is a very typical example of a certain person or thing.</li> <li>• Lazzi that engages and entertains the audience through humor and practical buffoonery.</li> </ul>		