

# Home-School Learning Collaboration – Drama



<b>Topics in this cycle:</b> Script exploration: Our Day Out by Willy Russell	<b>Taught:</b> Summer 1	<b>Year Group:</b> 7
<b>Key knowledge/concepts to be learnt ('Tell me about...')</b>		<b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>
<p><b>What is the social and historical context of a play?</b></p> <ul style="list-style-type: none"> <li>- What was the social/historical context of 1970s Liverpool?</li> <li>- Who wrote 'Our Day Out'?</li> <li>- Where and when is the play set?</li> <li>- Why is it important to understand the context of a play?</li> </ul> <p><b>What are the key features in a play script?</b></p> <ul style="list-style-type: none"> <li>- Identify and explain the key features in a script.</li> </ul> <p><b>How can I use my understanding of drama skills to accurately play a character on stage with conviction and confidence.</b></p> <ul style="list-style-type: none"> <li>- What are the drama skills used to create and play a character?</li> <li>- What drama skills would you use to play key characters in the play?</li> </ul> <p><b>What is contrast and how can I show contrast on stage?</b></p> <ul style="list-style-type: none"> <li>- What is contrast and how is contrast shown between characters?</li> <li>- How could we show this contrast on stage?</li> </ul> <p><b>How can I effectively explore the characters and the themes of the play through the rehearsal process.</b></p> <p><i>"Ronny, the kids with me today don't know what it is like to look at a bar of chocolate. Lemonade never touches their lips."</i></p> <ul style="list-style-type: none"> <li>- What does this quotation suggest about the children?</li> <li>- What are the characters motivations in the play?</li> </ul> <p><b>What is a monologue and can I use my understanding of the characters to perform a monologue with conviction and confidence.</b></p> <ul style="list-style-type: none"> <li>- Explain what a monologue is.</li> <li>-</li> </ul> <p><b>How can I use the drama techniques such as mime, rolling tableaux and cross-cutting to portray the relationships between the characters.</b></p> <ul style="list-style-type: none"> <li>- Define different drama techniques.</li> <li>- Explain the impact of using different drama techniques in the play.</li> </ul>		<p>What is social, cultural and historical context?  <a href="#">Social, cultural and historical context - Characteristics of a dramatic work - Eduqas - GCSE Drama Revision - Eduqas - BBC Bitesize</a></p> <p>Feature of a script:  <a href="#">Scotland - English and Literacy - Script - P2, P3, P4, P5, P6, P7 - First and Second Level classroom and home learning for Curriculum for Excellence with BBC Bitesize Scotland - BBC Bitesize</a></p> <p>Understanding of Drama skills:  <a href="#">Gesture, pace and quality of movement - Physical skills for interpreting a character - OCR - GCSE Drama Revision - OCR - BBC Bitesize</a></p> <p>Themes of the play:  <a href="#">The major themes in Our Day Out Free Essay Example (paperap.com)</a></p> <p>How to perform a monologue:  <a href="#">Monologues for kids by Ruth Mae Roddy - YouTube</a></p> <p>Exploration of drama techniques:  <a href="#">Drama Strategies - Drama Resource</a></p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Genre</b>	A way of categorising different type of drama. A play may be categorised using multiple type of genres.	<p>The focus will always link to an aspect of Drama explored in the lessons this terms focus explores themes, drama techniques and character analysis.</p> <p><b>End of Unit test:</b> 30 minutes / Total marks: 25  <b>Section A:</b> Retention questions worth 10 marks                      - Conventions of a script, Drama techniques and character analysis.</p> <p><b>Section B:</b> Extended response worth 12 marks                      - Explain how you would use drama skills to characterise one of the characters from the play 'Our Day Out'.  <b>SPaG:</b> worth 3 marks                      - Spelling, punctuation, and grammar.</p>
<b>Plot</b>	The basic story thread running through a performance/play which gives the reason for the characters' actions.	
<b>Playwrights Intention</b>	The way the playwright decides to realise the performance and intended response from the audience.	
<b>Contrast</b>	Contrast is an intentional <b>difference</b> on stage used for dramatic effect for example 'Smiling vs Frowning'.	
<b>Cross-cutting</b>	The term 'cross-cutting' is used to describe two or more scenes that take places at the same time but in two different locations, when performed the scenes cross between the two locations.	
<b>Mime</b>	Communicating emotion, meaning or an idea without words, using only gesture, expressions, and movement.	<p><b>Family Learning Opportunities</b></p> <p>Watch the play directed by Pedr James (1970) <a href="#">Our Day Out by Willy Russell (1970) dir. by Pedr James- (BBC film) - YouTube</a></p> <p>Bring to life the script and explore the scenes. <a href="#">9781472536563.pdf (millgateschool.co.uk)</a></p> <p>Have a go at writing your own script and why not get your family to act it out!</p>
<b>Emotional Role Play</b>	An emotional role play requires the actors to provoke some sort of emotion from their audience for example: sympathy or shocked.	
<b>Monologue</b>	The term monologue refers to a speech given by a solo character on stage. The monologue is a means of expressing the characters thoughts and feelings.	
<b>Volume</b>	Volume refers to how loud or quiet the voice is. While performers will need to be loud enough to be heard by everyone in the audience, they can change their volume to express a character's emotions.	
<b>Rolling tableaux</b>	A series of still images placed together with a transition to represent a scene or story.	