

# Home-School Learning Collaboration – Drama

<b>Topics in this cycle:</b> Introduction to Drama	<b>Taught:</b> Autumn 2	<b>Year Group:</b> Year 7
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p><b>Exploration of a range of drama techniques and how can I use them effectively to convey a theme, story, or message:</b></p> <p><b>Rolling tableaux:</b> What is a rolling tableaux and how does it differ from a still image?</p> <p><b>Thought tracking:</b> How can I deliver a thought track successfully on stage?</p> <p><b>Sound collage:</b> How can we use a sound collage effectively on stage? How does the sounds created impact the mood or atmosphere? Explanation of what is a sound collage and what impact do they create on a performance.</p> <p><b>Cross Cutting:</b> Step by step guide: how to use cross-cutting. Why is cross-cutting a useful technique in performance?</p> <p><b>Flashback:</b> What is flashback? How can we use flashback to reveal important moments on stage? What purpose does using flashback have on a performance? What moments should we choose to show in a flashback?</p> <p><b>How can I use a range of performance skills to convey a character confidently and accurately:</b></p> <p>Exploration of the drama skills: Facial expression and Body language. How can we use our drama skills facial expression and body language to portray our characters effectively.</p> <p><b>Contrast:</b></p> <p>Understand what is contrast and how it can be shown on stage. Students will show a contrast on stage using drama skills whilst understand the advantages and disadvantages to traverse staging.</p> <p><b>Explorative strategies:</b></p> <p>Understand how to use explorative strategies to explore a character's thoughts in greater detail. How can we explore a characters dilemma through the drama explorative strategies: Conscience alley and Angel Vs Devil.</p> <p><b>Costume Design:</b></p> <p>Understanding the critical role of a costume designer. How can we effectively use costume to represent a character? How to analyse and design a costume effectively with meaning and reason. Students have designed a costume to consider the following: Colour, Size, Material, Style, Size and Time.</p>		<p>Drama games and warm up activities: <a href="#">Drama Games - Drama Resource</a></p> <p>Anti-bullying video: <a href="#">2015 Anti-Bullying Video - YouTube</a></p> <p>Angel vs Devil Example: <a href="#">Emperor's New Groove (1/8) Best Movie Quote - Kronk's Shoulder Angel and Devil (2000) - YouTube</a></p> <p>Sound Collage Example: <a href="#">A Choir Making the Sounds of a Rain Storm - YouTube</a></p> <p>Flashback Example: <a href="#">Coco- Remember me Flashback scene [HD] - YouTube</a></p> <p>Costume Template: <a href="#">costume template (squarespace.com)</a></p>

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
<b>Drama Skill</b>	Drama skills are used by the actor to portray the characters feelings, motivations, and relationships. There are 14 different drama skills we use in drama.	<b><u>Formatively assessed:</u></b> Students will critically reflect on their performance and that of others to consider the impact and effectiveness on the performance.  <b>Performance Reflection:</b> <ul style="list-style-type: none"> <li>- Feedback: What worked well?</li> <li>- Feedforward: Next steps to improve for future performances.</li> </ul>
<b>Drama Technique</b>	Added to the performance to inform or engage an audience.	
<b>Thought track</b>	A moment when a character speaks directly to the audience revealing their inner thoughts and feelings at a particular moment in the drama.	
<b>Rolling tableaux</b>	A series of still images placed together with a transition to represent a scene or story.	
<b>Still image</b>	An explorative strategy used to explore a stand-alone image used to represent an idea, theme or message.	
<b>Role play</b>	When an actor steps into the shoes of a character or person and begins to act as that character would in the situation.	<b>Family Learning Opportunities</b> <ul style="list-style-type: none"> <li>- Read stories together and involve your child in acting out different parts.</li> <li>- Design a costume for one of the characters from the play.</li> <li>- Create a sound collage of the following places: Zoo, Rainforest, School playground, hospital.</li> </ul>
<b>Facial Expression</b>	A drama skill where the actors use their face to show expressions and, or reactions in a performance.	
<b>Body Language</b>	A drama skill in which the actor positions or moves around the space revealing the characters age, status and/or characteristics.	
<b>Contrast</b>	Contrast is a difference between two or more things placed side by side for dramatic effect.	
<b>Traverse staging</b>	A traverse stage is long and narrow with the audience sitting on either side, like a catwalk.	
<b>Conscience alley</b>	A way of exploring thoughts to provide an opportunity to reflect in detail on the underlying issues.	
<b>Angel vs Devil</b>	An explorative strategy that can be used in both the rehearsals or in the performance. During a dilemma, an angel and devil character will appear to persuade or dissuade the character when deciding.	
<b>Sound collage</b>	A drama technique in which a combination of sounds, including vocal and instrumental sounds, to create a specific atmosphere or to accompany important moments of a scene.	

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<b>Cross cutting</b>	A drama technique where two or more scenes which take place at the same time but in two locations. The scenes are performed one after the other.
<b>Flashback</b>	A drama technique when a scene goes back in time (from the previous scene(s)). To inform the audience about a moment that happened previously.