

Drama - Year 7- Term 3

Use the resources below to support you when learning from home. You can use this to help catch up on missed work, to get that extra help you might need, or to show to your family what you have been learning about at school!

Those who are isolating, please check class charts and upload any work that is set. Miss O'Neill will be recording your engagement with online learning. Please message her on class charts if you have any problems.

When?	What we are learning	Resources
Week 1	An introduction to Ancient Greek Theatre To understand the design elements of AGT	Videos/links: https://www.youtube.com/watch?v=aSRLK7SogvE – An introduction to AGT https://www.youtube.com/watch?v=rFDT-c6QGpk – An introduction to AGT https://artsedge.kennedy-center.org/interactives/greece/theater/playersProps.html - Design elements https://www.bbc.co.uk/bitesize/guides/zyr7fq8/revision/3 - Masks Task: Create a poster, showing how costume, masks and props are used in Ancient Greek Theatre. Conduct your own research and use the links above to help you.
Week 2	What is the purpose of a chorus?	Videos/links: What is Chorus Chorus in Greek Tragedies Chorus in literature - YouTube The Ancient Greek Chorus in Historical Context - YouTube
Week 3	To understand the plot presented in Oedipus.	Task: Read through the script of Oedipus. Create a story board, showing the key events. Student shared area ≥ Drama ≥ Y7 ≥ AGT ≥ Script Student shared area ≥ Drama ≥ Y7 ≥ AGT ≥ Storyboard
Week 4 & 5	Intentions and whole class performance.	Task: Ensure you know your lines, ready for your performance. Use the techniques below to help you. <ul style="list-style-type: none"> ➤ Record yourself saying the lines and listen to them back. ➤ Write your lines out. ➤ Learn one line. Read it out 3x without looking at your script. If you can do that, add the next line on.

Unit: Devising - Four O'clock Friday – Poem

When?	What we are learning	Resources
Week 6	What do we mean by devising and stimulus? To explore the emotions and thoughts of those involved in bullying.	Videos: Devising Theatre Skills - YouTube - 0:00 –1:15 Stimulus: Student shared area ≥ Drama ≥ Y7 ≥ Devising 1 ≥ Four O'clock Friday Task: 1) Read the stimulus "Four O'clock Friday". This is a poem based on bullying. Create a spider diagram showing different ways and scenarios where people will get bullied and who are affected. 2) Write down a definition for the following key words: <ul style="list-style-type: none"> ❖ Devising ❖ Stimulus

Week 7	To develop our understanding of rehearsal and dramatic techniques.	<p>Videos: Thought Tracking in Drama - YouTube CPD Conscience Alley - YouTube What is flashback? - YouTube</p> <p>Links: Marking the moment - Explorative strategies - GCSE Drama Revision - BBC Bitesize</p> <p>Task: 1) Write a definition for thought-tracking, conscience alley, slow motion and flash back. 2) Make a list of different advice people may give you if you created a conscious ally for your character.</p>
Week 8	To develop our understanding of choral speaking. To explore new stage configurations.	<p>Task 1: Using the link below, explore stage configurations with BBC Bitesize! Once you have completed, take the test on their page.</p> <p>Task 2: Research the following choral speaking techniques and create a poster demonstrating your knowledge.</p> <ul style="list-style-type: none"> ❖ Unison ❖ Echo ❖ Cannon ❖ Descending cannon ❖ Ascending cannon <p>Push yourself further: Explore applying these choral techniques to the poem "Four o'clock Friday".</p>
Week 9 & 10	To develop your performance, applying rehearsal and dramatic techniques.	<p>Key words:</p> <p>Role on the wall = outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes.</p> <p>Writing in role = Writing as the character, using the characters voice to express their thoughts and feelings on a situation. Can be done as a letter, diary, report, text ect.</p> <p>Task:</p> <ol style="list-style-type: none"> 1) Create a role on the wall for your character Student shared area ≥ Drama ≥ Y7 ≥ Devising 1 ≥ Role on the wall 2) Write in role as your character e.g. If you are the bully, write a diary entry about the day you bullied someone. This may explain why you bullied them, how you were feeling at the time and how you are feeling now.
Week 11 & 12	To demonstrate an understanding of the key terminology learnt over the academic year,	Student shared area ≥ Drama ≥ Y7 ≥ Devising 1 ≥ End of year quiz!