

Topic: Fairytales from around the world		Year Group: 7	Subject: Drama	Term: Summer 1				
		Shared resources: Shared Drive:						
Rationale and Context for Unit		Specific Core Knowledge and skills						
This unit is designed to recap the essential skills for performance. This work is set through stories from around the world in order to engage the students in the practical learning of skills and techniques through engaging stories. These skills continue to form the foundation of future learning. Each story will be explored through various techniques that will help them to think deeper about the characters and cultures in the fairytale. Overt John 10:10 links: L1&L2 Victorian life L4 Local custom L6 Ambition and hope		<table><tr><th>Substantive knowledge</th><th>Disciplinary knowledge</th></tr><tr><td> Key techniques/keywords: • Still Image • Thought Tracking • Role Play • Hot seating • Role on the Wall • Improvisation • Mime • Rehearsed role play • Split scene • Cross cutting </td><td> Key performance skills: • Facial Expression • Body Language • Movement • Gesture • Voice – pitch. pace, pause, tone, volume </td></tr></table> Students will develop knowledge of key techniques and performance skills and learn to utilise them successfully in short performance. Through key stage 3 and 4 students will develop these techniques and skills so that they not only use them effectively and with fluency but also so that the choice of implementation of them is thought out and deliberate in a way that they feel can most impact an audience.			Substantive knowledge	Disciplinary knowledge	Key techniques/keywords: • Still Image • Thought Tracking • Role Play • Hot seating • Role on the Wall • Improvisation • Mime • Rehearsed role play • Split scene • Cross cutting	Key performance skills: • Facial Expression • Body Language • Movement • Gesture • Voice – pitch. pace, pause, tone, volume
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Challenge and Support		Common misconceptions						
Drama itself is a mixed ability subject in any school as students are normally set to academic ability and dramatic skill rarely falls into the same academic structure. Therefore differentiation must be planned and expected through outcome. As the third devising scheme for key stage 3 this unit will stretch students in different ways. Students may be stretched through the learning of cultures. Some students may be stretched in terms of the continued building of confidence. Support for SEND/PP to access the learning: <i>(It is often the case that these students thrive in drama and have more confidence in the creativity of the subject.)</i> • Support with confidence and the development of ideas. • Cue cards for lines and character to help develop creativity • Templates for written work and examples		• Where different fairytales are from • Similarities between different countries cultures This will be addressed through weekly revisiting of the context and the checking of student understanding. Tasks will be structured so that they understand questioning when misconception is clear.						
Assessment and Homework		Careers, Information, Advice, and Guidance						
Summative Assessments: Through verbal feedback and questioning each lesson. Through written recording of learning in homework:	1. Homework Booklet Link to learning: Recording/revisiting learning and keeping a record for revision.	Main careers information at this point is centred around acting as we are focusing on acting skills and how to communicate with an audience. Reference will be made to multiple careers in which communication is important.						

Co-curricular links	Opportunities for Spiritual, Moral, Social and Cultural Development
History/RS/PSHE/English/Geography	<u>Spiritual, Moral, Social and Cultural Development</u> opportunities: Cultural context Different cultures explored each lesson Tolerance/Racism and cultural appreciation

Lesson	Key question	Learning objectives	Activities to draw out Core Knowledge	Vocabulary/ Terminology	Key Resources	Formative Assessment & Review
1	What is a fairytale?	To understand that fairytales come from all over the world To use still image and narration to tell a story	Still Image Class Discussion - What is a fairytale? Where are these fairytales from? Sleeping Beauty - French Rumpelstiltskin - German Little Red Riding Hood - French Jack and the Beanstalk - English Snow white - German Rapunzel - German Cinderella French Beauty and the Beast - French Students are introduced to the fairytale The Wonderful Brocade - a Chinese fairytale Discuss context – culture and geography - Recap: What is a still image – A: A still image is a frozen picture (sometimes called a freeze-frame) - Task – In groups of 4 (or 5) create 3 still images of the story - they must consider how they use their face and body language. It is also essential that they remain still and do not move or laugh. Share images and feedback (positive comments first to make them look at what was successful. Then ask for improvements that could be made – Do not say negatives!) Narration – Students can return to their images and add Narration - using the handouts -this can be done by characters or by someone standing out of the freeze-frame.. Share and discuss	Freeze-frame and Narration	Fairytale print out - in booklet?	Observation of work produced

2	How can we change the medium in which the story is told?	To filter information and use this to tell the story through the form of a news report	Warm up activity Read through Three Magic Oranges - a fairytale from Costa Rica News report Students work in groups of 5 or 6. • Develop a news broadcast that contains: ✓ Studio introduction - Presenters ✓ Reporter at the scene interviewing characters from the story ✓ Studio interview of an expert Share performances and feedback – positive and improvements Use feedback cards	News Report	Fairytale print out - in booklet?	Performance
3	How can we turn this story into a role play?	To tell a story through role play	Warm up activity Read Urashima and the turtle - a Japanese fairytale In small groups students prepare a short role play of the story. You can use still image or narration or any other skills you wish to incorporate. Perform to the class and get peer and teacher feedback.	Role Play	Fairytale print out - in booklet?	Performance
4	What can we learn about these characters?	To develop a deeper understanding of character through thought tracking and hot seating	Warm up activity HOT SEATING - Interviewing the characters Read The Frog Prince - a German fairytale Thought track each character - students stand in two lines facing each other. As the teacher walks down the aisle each student says a thought for the character. Do this for; The princess The King The frog prince Students work in small groups • Students are given cards that give basic information about their character. They can improvise other answers. • They have 5 minutes to be interviewed/to interview and then they are rotated to another character. Repeat until all groups have interviewed each character. • Share outcomes – What have you discovered? Who was the best	Hot seating Thought Track	Fairytale print out - in booklet? Paper and pens/ Clipboards	Role on the wall

			character to interview and why? Which was the best panel and why?			
5	Can we develop our devising skills?	To use role play to tell a story	Warm up activity Read Falling Star - a Native American fairytale In small groups students prepare a short role play of the story. You can use still image or narration or any other skills you wish to incorporate. Perform to the class and get peer and teacher feedback.	Role Play	Fairytale print out - in booklet?	Performance
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