

Holy Family Catholic School – Faculty of Humanities and the Arts

Drama

Autumn Half Term 1

Year 9

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
Lesson 1 Week 1 Introduction to <i>Mugged</i>	theme, character, setting, social issue, protagonist, conflict	Issue based drama	Recall and discuss prior knowledge about plays or stories with social themes.	I can... Understand the context and themes of the play <i>Mugged</i> . Identify key characters and the setting. Express initial personal responses to the story and its social issues.	<div>EXPLORE & EMBED</div> <div>Red Zone 'Mugged'</div> <div>Work collaboratively to rehearse and perform.</div> <div>Groups of 5: Pg. 10-11 (End -dossier!)</div> <div>Groups of 5: Pg. 11-13 (Start - last line p.11. End –I'm sure I saw them.)</div> <div>Groups of 6: Pg. 13-17 (Start - Alright Leon, End – Loser!)</div> <div>Success Criteria:</div> <div> <input type="checkbox"/> Expressing emotions <input type="checkbox"/> Portraying realistic characters <input type="checkbox"/> Focus & energy <input type="checkbox"/> Staging <input type="checkbox"/> Memorisation </div>
Lesson 2 Week 2 Script Exploration	<i>motivation,</i> <i>relationship,</i> <i>tone,</i> <i>emotion,</i> <i>intention,</i> <i>dialogue</i>	Add monologue into scene	Quick quiz or verbal recap on lesson 1 vocabulary and themes	I can... Explore and analyse key scenes to understand character motivations and relationships. Practice reading aloud with focus on tone, emotion, and intention. Identify dramatic techniques used in the play.	<div>EXPLORE & EMBED</div> <div>RZone TASK</div> <div>(Option 1) Scripted performance</div> <div> <ul style="list-style-type: none"> Groups of 5: Pg. 10-11 (End - dossier!) Groups of 5: Pg. 11-13 (Start - last line Pg.11. End –I'm sure I saw them.) Groups of 6: Pg. 13-17 (Start- Alright Leon, End – Loser!) Duologue Pg. 5-9. </div> <div>Rehearse the scene you started last lesson aiming to:</div> <div> <input type="checkbox"/> Memorise the lines. <input type="checkbox"/> Portray the emotions using your facial, vocal expression, movement and gesture. Use emotional memory. <input type="checkbox"/> Stay in role/focus. <input type="checkbox"/> Stage the scene (entrances, exits, directions faced, how the actors move and use their voice). <input type="checkbox"/> Handle props effectively. <input type="checkbox"/> Interact with each other to portray the characters realistically. </div>

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Lesson 3 Week 3 Character Development	character profile, physicality, voice, objective, obstacle, subtext	Dig deeper in character background	Share one character motivation from previous scene, referencing lesson 2 vocabulary.	I can... Develop detailed character profiles based on text evidence. Experiment with physicality and voice to portray characters authentically. Understand character objectives and obstacles within scenes.	<div> <div> 'Mugged': Improvised performance based on the narrative. </div> <div> Groups of 6: <i>Rehearse and develop the narrative (using the story outline), considering the staging, dialogue, characterisation and memorisation. One student in your group also needs to direct.</i> </div> <div> PERFORMING - Success Criteria <ul style="list-style-type: none"> ✓ Characterisation ✓ Memory of lines ✓ Articulation and clarity of vocals ✓ Vocal & facial expression ✓ Considered movement and gesture ✓ Staging ✓ Energy ✓ Focus/staying in role </div> <div> Evaluating • Discuss, with examples, two or more successes and weaknesses in rehearsal/performance. </div> <div> EXPLORE & EMBED </div> <div> Collaborative Practice: <ul style="list-style-type: none"> <input type="checkbox"/> Cooperating <input type="checkbox"/> Listening <input type="checkbox"/> Contributing ideas <input type="checkbox"/> Sharing <input type="checkbox"/> Memorisation <input type="checkbox"/> Focusing <input type="checkbox"/> Time management <input type="checkbox"/> Directing/Leadership <input type="checkbox"/> Applying techniques </div> </div>
Lesson 4 Week 4 Dramatic Techniques and Conventions	freeze frame, thought tracking, role on the wall, convention, collaboration, improvisation	Identifying and adding dramatic conventions	Recall and demonstrate one dramatic convention from previous lessons	I can... Identify and apply dramatic conventions such as freeze frame, thought tracking, and role on the wall. Use these techniques to deepen understanding of characters and themes. Collaborate in groups to create short performances using these conventions.	<div> <div> EXPLORE & EMBED </div> <div> Red Zone Option 1 'Mugged' script </div> <div> Groups of 6: Pg. 20-25/26-30 Groups of 5: Pg. 30-31 Groups of 3: Pg. 32-33. Select an extract to rehearse & perform. </div> <div> SUCCESS CRITERIA <ul style="list-style-type: none"> ✓ Realistic characterisation ✓ Memorisation ✓ Articulation, projection & clarity of vocals ✓ Vocal & facial expression ✓ Considered movement & gesture ✓ Staging ✓ Energy ✓ Focus/Staying in role. </div> </div>

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Lesson 5 Week 5 Rehearsal and Performance Skills	rehearsal, blocking, timing, interaction, feedback, mood, atmosphere	Rehearsal techniques	Quiz on vocabulary and key concepts	I can... Practice rehearsing scenes focusing on timing, blocking, and interaction. Use feedback to refine performances. Explore how mood and atmosphere are created through movement, voice, and space.	<div>EXPLORE & EMBED</div> <div>Red Zone</div> <div>Option 2 Devising</div> <div> <p>In groups of 4-6 (same as last lesson) rehearse your devised performance based on a mugging/scene from the play.</p> <ul style="list-style-type: none"> Recap your storyline & characters Consider the staging Consider your facial expression Consider your vocal expression Consider your movement and gesture. Stay in role Memorise your lines & movement. </div> <div> <p>'Drama techniques':</p> <ul style="list-style-type: none"> Freeze frame (at least 2) Movement and gesture Emotional memory (to trigger the anger felt by character) Split screen Flashback <p>*Challenges:</p> <p>(1) Perform in a physical theatre style using flashback, freeze frame & movement.</p> <p>(2) Include a News Report ('breaking news' & interview with public)</p> </div>
Lesson 6 Week 6 Creative Interpretation	devise, improvisation interpretation backstory, narrative, adaptation	Devise around a theme	Group discussion recalling previous scenes and dramatic choices made.	I can... Devise alternative endings or additional scenes inspired by <i>Mugged</i> . Use improvisation to explore characters' backstories or future events. Reflect on how different interpretations change the message of the play	<div>Rzone Other options – scripted extracts</div> <div>EXPLORE & EMBED</div> <div> <p>(1) P5-9 Dig and Marky duo (2 characters)</p> <p>(2) P10 - 12, stop when Taylor says 'you're going to be a dossier'. (5 characters)</p> <p>P13 - Start when Soph says 'Hey Leon... I was texting you all last night'. Stop P17 when Soph says 'Loser!'. (4 characters)</p> <p>(3) P22-23 -Start when Dig says 'They're there...!' Stop P23, when Marky says 'They've got her phone!' (4 characters)</p> <p>(4) P26-28 Start -Marky 'I think his name's Carl'. Stop P28 Marky says 'I'll see you back at school, all right?' (5 characters)</p> <p>(5) P30 Start - Soph says 'Marky, it's alright!...' End P31 Soph shouts, 'Dig!' (5 characters)</p> <p>(6) P.32 TV reporter & Gawpers (4/5 characters)</p> </div> <div> <p>Leadership challenge!</p> <p>One person also DIRECT (stage the scene & organize everyone).</p> </div>

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Lesson 7 Week 7 Performance and Reflection	performance, reflection, critique, awareness, social message, evaluation	Perform, feedback, reflect.	Students summarize their learning journey and vocabulary from the half term.	<p>I can...</p> <p>Perform selected scenes or devised pieces for the class.</p> <p>Reflect on personal and group learning throughout the project.</p> <p>Discuss how drama can be used to raise awareness about social issues.</p>	<div> <div>Progress task: Using techniques</div> <div>Create a dramatization of the Steven Lawrence story. Explore two or more of the following ideas/techniques.....</div> <div>EXPLORE & EMBED</div> <div>  </div> </div> <div> <div>Drama - Success Criteria:</div> <div> <input type="checkbox"/> A flashback scene involving the protagonist (Steven) being discriminated against (the events prior to his death). <input type="checkbox"/> A split screen (two settings happening on stage - one frozen and one active) e.g. to demonstrate the attack & the people watching. <input type="checkbox"/> Movement/mime (no speech) to demonstrate his death. <input type="checkbox"/> News Report - include an interview with bystanders/family members. </div> <div>  </div> </div>