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**Knowledge Rich Curriculum Plan**

Drama – Year 8



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| **Half term 3.1 – Rosa Parks** | | | | |
| **Lesson 1 – What is segregation? Who is Rosa Parks? How does Rosa fit into the civil rights movement?** | * What is segregation? * Where there are examples of segregation within history? And modern day? * Who is Rosa Parks? * How did she help with the Civil Rights Movement? * What did this lead to? | Tier 2 – Civil rights, Segregation, laws, discrimination  Tier 3 – Facial expression, body language gesture | Links to prior knowledge within History at KS2/3 regarding Civil Rights.  Links to how some students may have felt if they were treated differently or ostracised by people they may know. |  |
| **Lesson 2 – What is a ritual? How can a ritual be used within a performance?** | * What is a ritual? * How do you think Rosa felt on the bus? * How can your character show these feelings through the use of acting skills? * How does the ritual get worse each time? * What is prejudice? | Tier 2 – Prejudice, civil rights, discrimination  Tier 3 – Drama ritual, mime and characterisation | Students have learnt Mime previously in the curriculum.  Students have previously learnt how to create a character and a believable/convincing character.  Students understand the key acting skills that a performer uses to create a character.  Students have previously learnt about the civil rights movement and how black people were treated like during this time. |  |
| **Lesson 3 – What is a thought out loud? How can a thought out loud be used in a performance?** | * What is a thought out loud? * How did (White/black) people feel about Rosa refusing to move from her seat? * How did (White/black) people feel about Rosa being arrested? * Why was Rosa arrested? * Would (White/black) people feel the same way about Rosa’s situation? | Tier 2 – Thoughts, conscience, prejudice, contradictory, juxtaposed  Tier 3 – Drama ritual, mime, characterisation, thought out loud | Students have previously learnt how to show conscience on stage by using angel vs devil.  Students have previously learnt how to create a character and a believable/convincing character.  Students understand the key acting skills that a performer uses to create a character.  Students have previously learnt about the civil rights movement and how black people were treated like during this time. | Practical assessment of the ritual and how students use acting skills and the thoughts of their characters. |