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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 2.1 - Mime** |
| **Lesson 1 – Understanding the drama technique mime** | * What is mime? – Acting without using voice
* What drama skills must actors use within mime? – Facial expression, body language, movement, gesture and posture.
* How should the actor use these skills within their mimed performance? – Actors must exaggerate these skills so that their emotions and characters are easy for an audience to understand.
* What should the plot/storyline of your performance be like? – Simple storylines that are not complicated and easy for an audience to follow.
 | Tier 2 – exaggerateTier 3 – Mime, actor, plot, storyline, audience, facial expression, movement, mime, gesture and posture. | The drama skills that they have learnt in previous schemes of work such as facial expression, body language and gesture. |  |
| **Lesson 2 – Understanding the different genres in mimed performances** | * What are the different genres of silent movies? – Students will learn about the different genres such as comedy, drama, horror etc
* How can they show their character without the use of voice? – Students will repeat their use of facial expression, body language, gesture and movement.
* How should the actor use these skills within their mimed performance? – Actors must exaggerate these skills so that their emotions and characters are easy for an audience to understand.
* What should the plot/storyline of your performance be like? – Simple storylines that are not complicated and easy for an audience to follow.
 | Tier 2 – genre, exaggerateTier 3 – Voice, mime, actor, plot, storyline, audience, facial expression, movement, mime, gesture and posture. | Students will have an understanding about what mime is.Students will know about the skills that they will need to portray a character in mime.Students will know the skills that they have learnt and developed within previous schemes such as facial expression, body language and gesture. |  |
| **Lesson 3 – Understand how to create a mimed performance based on a stimulus** | * How can you create a character based on the stimulus that you hear? – Students will learn how to create a character based on the story that they hear and discover what clues are there from the author.
* How can they show their character without the use of voice? – Students will repeat their use of facial expression, body language, gesture and movement.
* How should the actor use these skills within their mimed performance? – Actors must exaggerate these skills so that their emotions and characters are easy for an audience to understand.
* What should the plot/storyline of your performance be like? – Simple storylines that are not complicated and easy for an audience to follow.
 | Tier 2 – genre, stimulus, exaggerateTier 3 – Voice, mime, actor, plot, storyline, audience, facial expression, movement, mime, gesture and posture. | Students will have an understanding about what mime is.Students will know about the skills that they will need to portray a character in mime.Students will know the skills that they have learnt and developed within previous schemes such as facial expression, body language and gesture.Students will have an understanding about why it is important to exaggerate their skills within a performance. |  |