

## Year 7 Drama Spring 1 – Equality

What concepts will we be covering this half term?

### Curriculum mapping for students

This half term we are studying equality and how drama can be used as an educational tool to help people recognise that everyone should be treated equally in society, no matter what their differences. We will explore some of the different non-naturalistic techniques that can be used in theatre to educate audiences. We will also explore different periods of history or case studies where certain types of people have experienced prejudice or discrimination.

Key Academic Vocabulary/ Power Words:

Prejudice, Discrimination, Educate, Non-Naturalism, Bullying, Equality, Inequality, Breaking the 4<sup>th</sup> Wall, Speaking the Stage Directions, Narration, Song, Placards, Slow Motion, Juxtaposition, Multi-rolling, Physical Theatre, Synchronised Movement, Cannon, Direct Audience Address, Mime, Repetition, Freeze Frame, Cross-Cutting, Puppetry, Choral Speaking, Thought Tracking, Conscience Corridor, Soundscape, Melting.

How will you know if you have been successful this half term?

- Are you able to explain the terms prejudice and discrimination? Are you able to explain where inequality still exists in the world today?
- Are you able to define different non-naturalistic performance techniques and explain how they could be used in performance to educate an audience?
- Are you able to creatively use both your acting skills and non-naturalistic techniques in performances to educate your audiences about the equalities that still exist today?

Cross Curricular links

English – Using dialogue and language as a means to educate and persuade.

R.E – Exploring where and why prejudice/discrimination is still present in society.

History – Looking at key historical time periods where inequality existed.

What resources can you use to support your learning?

- [What is discrimination and prejudice? \(thenational.academy\)](#)
- [A definition of body language - Describing body language - GCSE Drama Revision - BBC Bitesize](#)
- [The function of a facial expression - Describing facial expressions - GCSE Drama Revision - BBC Bitesize](#)
- [Why voice matters in drama - Describing voice - GCSE Drama Revision - BBC Bitesize](#)
- [Nike | Equality - YouTube](#)
- [Physical and Vocal Skills Definition Sheet:](#)
- [Storyboard Worksheet:](#)

Tasks to complete so we can assess your understanding/ Key Performance Indicator tasks

Task 1 – Use the internet to conduct research into the following non-naturalistic techniques listed below. You need to write a definition for each one.

Breaking the 4<sup>th</sup> Wall, Speaking the Stage Directions, Narration, Song, Placards, Slow Motions, Juxtaposition, Multi-rolling, Physical Theatre, Synchronised Movement, Cannon, Direct Audience Address, Mime, Repetition, Freeze Frame, Cross-Cutting, Puppetry, Choral Speaking, Thought Tracking, Conscience Corridor, Soundscape, Melting.

Task 2 – Describe how a bully and a victim would use the same physical and vocal skills differently in performance. Look at the physical and vocal skills definition sheet if you

	<p>need help remembering the terms (e.g. Gesture = a bully would have clenched fists whereas, the victim would raise their hands in front of their face for protection). Can you do this for every vocal and physical skill?</p> <p>Task 3 – Watch the Nike Equality Advert above. You should think about a specific type of person who you feel is not treated equally in society – which type of people still receive prejudice and discrimination unfairly? You should then create a story board for your own performance/advert that educates people on this issue, with the aim of trying to get people to treat everyone with respect and kindness. Draw pictures to show where your actors would be on stage at key moments. Annotate/label your storyboard by stating what non-naturalistic techniques you would use (and why you would use them) during each moment of your advert. Feel free to use the storyboard worksheet template.</p>
<b>What can you do if you need help/ support?</b>	<p>If you need some support with this work, you should contact your drama teacher via their school email address. When you email, you should attach the work you have done so far, explaining any difficulties you are having. They will try to get back to you as quickly as they can.</p>