

Level:		Unit title:		
<p>Drama Achievement Objectives: Understanding the Arts in Context Level 3: Investigate the functions and purposes of drama in cultural and historical context. Level 4: Investigate the functions and purposes of drama in cultural and historical context. Level 5: Investigate the characteristics, purpose and function of drama in a range of contexts.</p>		<p>Specific Learning Outcome: Students will be able to:</p> <ul style="list-style-type: none"> • Explain the how and why masks are or were used in cultural, in history, through to today. 		
<p>Achievement Objectives: English-Listening, reading and viewing -Ideas Level 3: Show a developing understanding of ideas within, across and beyond text. Level 4: Show a developing understanding of ideas within, across and beyond text. Level 5: Show a developing understanding of ideas within, across and beyond text.</p> <p>English-Speaking, writing and presenting-Ideas Level 3: Select, form and communicate ideas on a range of topics. Level 4: Select, form and communicate ideas on a range of topics. Level 5: Select, form and communicate ideas on a range of topics.</p> <p>Visual Art-Developing Practical Knowledge Level 3: Explore some art-making conventions applying knowledge of elements and selected principles through the use of materials and processes. Level 4: Explore art-making conventions applying knowledge of elements and selected principles through the use of materials and processes. Level 5: Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.</p>		<p>Specific Learning Outcome: Students will be able to:</p> <ul style="list-style-type: none"> • Identify ideas about the characteristics of a character within a story to develop a mask. • Identify ideas about the use of masks in cultural and historical contexts. • Use their own words to write about the ideas of how and why masks are used in cultural and historical contexts. • Use their own written and/or verbal words to communicate how and why they want their mask to look a certain way. • To express the decisions they made about the materials they used to make the mask. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Design and plan ideas for a mask from a stimulus. • Identify and select appropriate materials, fit for purpose, to create their planned mask. 		
<input type="checkbox"/> Thinking	<input type="checkbox"/> Language, symbols, text	<input type="checkbox"/> Managing self	<input type="checkbox"/> Relating to others	<input type="checkbox"/> Participating & Contributing

Fairytale, fable, myth or legend - if using Generic slides, remove the slides that do not fit your topic. The same process can be used as below, changing the stories to fit your topic.

WALT: The use of masks in Drama

- Introduce the task of Mask Making.
- Pose the question: What is the purpose of masks? Why are they worn? Who wears them?
- Discuss and list ideas.
- Link to useful website for theatre: <http://www.historyofmasks.net/famous-masks/theater-masks/>
- Link to useful website for cultural masks: <https://www.westernunion.com/blog/en/cultural-masks-of-the-world/>

OPTIONAL:

- Students can give their answer on the slides, then work with a buddy, combining their findings, to present something for display.

WALT: Understanding the purpose of a fairytale, fable, myth or legend

- Ask students for examples of fairytale, fable, myth or legend - write on board
- Categorise them under the headings fairytale, fable, myth or legend.
- What do they think is the difference between a fairytale, fable, myth or legend?
- Watch the slide on the difference. Revisit the list, what did they want to change?
- Can they be added to the list?

OPTIONAL:

- Students can write up their own understanding of Fairytale, fable, myth and legend.
- Students work in pairs or small groups to explain and develop a presentation for one or more of the story types.
 - poster/infographic
 - Small skits that show the essence of a story type - news report.
 - Booklet with summaries/images of stories that fit the story type.

WALT: Identifying characters and what the story tells us about them

- Read a fairytale, fable, myth or legend as a class. (One lesson per story type)
- List characters and their features as a class.
- Discuss what makes them think these ideas? What clues were in the story?
- Students use printed blank faces to create their own images of what the characters look like.
- Optional: Students can do a Roll on the Wall. Feelings and thoughts on the inside/Physical traits, clothing on the outside.
Reading groups can read a story together, identify main ideas of the story, then characters and then character traits or features.

WALT: Selecting a story

- Students work independently or with a partner to select, read and summarise a story. (slide # 4)
- Selecting and developing a character mask is done independently.

WALT: Developing character ideas

- Students work independently using slide # 5 to record ideas from the story/combine with their own thoughts.
- Collecting information about the character - from other stories and images online. (slide # 6)
- Remind students to add extra slides as needed.

WALT: Sketching up ideas and thinking about materials

- Discuss the idea of sketching ideas - at least 3 to 4. Combining ideas from the story and images.
- Discuss the use of colour and annotating their ideas on the sketches.
- Discuss the purpose of a materials list and ideas about how different materials could be used, the look they may give.
- If using the slides, students take photos of sketches and upload them to the correct slide.

WALT: Managing self and materials to creat a mask

- Set expectations on use of materials and clean up etc

OPTIONAL:

- Students take photos at the end of each creating lesson to show progress. Can be added to slides.

WALT: Reflecting on the work

- Discuss, 'what does it mean to reflect?'
- Students write reflection, take photos of the final product to add to slides.