



### Subject: Epics and Oracy

### Year 7 - Summer 2 – What would a mythical freeze frame look like?

Overarching Topic:			
Why is this topic being studied at this time?	Having spent the entirety of Y7 examining myths, epics and tales from the Ancient World its time for students to think about performing this story in an ancient way; through theatre. Students will have the choice of any of the stories they have looked at over the course of the academic year and be tasked with representing them in a series of freeze frames with narration. What would a mythical freeze frame look like? It's time Y7 showed us!		
How does it fit into the wider subject curriculum?	This module overlaps with the students' studies in drama as they have to consider characterization, placement and performing to an audience. They will also have to draw on their knowledge of the role of a narrator from English to develop their own narration to supplement the freeze frames being displayed.		
	Critical	Core	Pinnacle
<b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)	What is a freeze frame? What is a narrator?	How should I position my body within a freeze frame? What characteristics are necessary to be a successful narrator?	Does a picture tell a thousand words? Are our eyes or ears more important for understanding a story?
<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b>		
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>	
	<b>Physical oracy</b> (i.e. the way a student positions themselves to speak and the way they use their voice).	This skill will be developed through teacher modelling and displays illustrating how students should stand to speak and how to use their voice. Most importantly, this skill will be developed through the frequent and consistent verbal presentations students make during lessons.	
<b>Linguistic oracy</b> (i.e. the vocabulary students use and the structure of their verbal presentations).	This skill will be developed by exposing students to new vocabulary when they are reading (second and third tier vocabulary will be highlighted in the resources) and ensuring they are provided with a definition of new words learnt. Students will also develop this skill by using vocabulary lists when they are taking part in discussions and in their written work. There will also be a 'no like(y)' rule where		

		students will be asked to pause if they misuse the word 'like' and other colloquialisms in their speech.
	<b>Cognitive oracy</b> (i.e. knowing what makes a good argument and posing questions).	Students will develop this skill by using methods of discussion such as socratic circles where it is one person's responsibility to pose questions throughout. Students will also be provided with generic question stems during discussions to support those who struggle verbalising questions. Finally, students will regularly participate in peer feedback where they highlight strengths and weaknesses in the verbal presentations.
	<b>Social and emotional oracy</b> (i.e. having the confidence to speak in front of an audience).	Students will develop this skill with positive reinforcement and clear expectations that everyone is expected to speak during Oracy and Epics lessons. Students will work in a variety of discussion methods such as think-pair-share, socratic circles and speed dating, this small scale discussion should build confidence in students to then share their ideas in front of a larger audience.