

# PENSBY HIGH SCHOOL- SCHEME OF LEARNING

## Drama Course Overview – Year 8

<p style="text-align: center;"><b>Term 1</b> <b><u>'The Mystery of Flannan Isle'</u></b> <b>RHA</b></p> <p><b>Objectives:</b> To use dramatic Strategies, Elements and Medium to develop atmosphere eg. using vocal skills to create a soundscape (AO2).</p> <ul style="list-style-type: none"> <li>To develop an effective performance through collaboration and assisting the work of others to help encourage and promote cohesion.</li> <li>To understand the construct of story telling to achieve desire performance impact through narration.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Analyse still image of lighthouse keeps, labelling use of proxemics and levels (<b>feedback/DIRT</b>)</li> <li>Write your own ending to the story with your own ideas based on practical work. (<b>literacy</b>)</li> <li>Describe drama techniques with success criteria and how it was used during performance (<b>Tick</b>)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>8.1</b> - Use techniques to collaboratively plan own interpretation of story using drama techniques to create atmosphere. (AO1) Self assessed</li> <li><b>8.2</b> - Written self-assessment analysing and evaluating artistic intention and self contribution. (AO4) Teacher assessed</li> </ul> <p><b>Y8 must visit the theatre during the first term of Y8 to inspire and promote GCSE Drama (AO4)</b></p>	<p style="text-align: center;"><b>Term 2</b> <b><u>'Commedia'</u></b> <b>SLA</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To develop an understanding of the slapstick comedy style. (AO3)</li> <li>To effectively develop competency with and use theatrical techniques and appropriate style. (AO2)</li> <li>To analyse and understand how to construct theatre within a specific style. (AO3)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Write cross-talk script in appropriate style and with accurate grammar (<b>literacy</b>)</li> <li>Design a mask appropriate for your stock character (<b>tick</b>)</li> <li>Self-assessment evaluation (<b>feedback/DIRT</b>)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>8.3</b> - Group performance demonstrating key elements of Commedia Style (AO2) Peer Assessment</li> <li><b>8.4</b> - Written account of process and the skills used. Drama terminology needed. (AO1) Teacher Assessed</li> </ul>	<p style="text-align: center;"><b>Term 3</b> <b><u>'TV Genre'</u></b> <b>RHA</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To expand variation in character development such as game show presenters and understand how voice and movement contribute to mood and atmosphere within TV genre. (AO2)</li> <li>To understand how to convey dramatic aims/ intentions for an audience. (AO1)</li> <li>To understand the drama techniques 'cross-cutting' and 'mark the moment' in order to enhance practical performances and drama skills using real TV techniques.</li> <li>love of learning in Drama and apply knowledge of reality to work.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Bring props and costume for game show performance.</li> <li>Write a soap opera script based on class work undertaken (AO6) (tick)</li> <li>Write a sports commentary script to perform in class. (AO6) (Literacy)</li> </ul> <p><b>Assessment:</b></p> <p><b>8.5</b> Practical group assessment of a new TV show devised in groups. Teacher Assessed (AO2)</p> <p><b>8.6</b> – 6.1 style design question and drawing for a new game show set. The work must be labelled with explanations and justification of ideas(AO3)</p>
<p style="text-align: center;"><b>Term 5</b> <b><u>"Texts In Practice"</u></b> <b>LMI</b></p> <p>To develop the ability to interpret and perform a character as appropriate to the demands of the performance text (AO2)</p> <ul style="list-style-type: none"> <li>Develop a range of <b>vocal skills</b> e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking. (AO2)</li> <li>Develop a range of <b>physical skills and techniques</b> e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement (AO2)</li> <li>Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance (AO2)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Learn lines for showcase performance (AO2) (tick)</li> <li>Complete AQA "statement of dramatic intention" outlining intent for performance (AO1)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>8.7</b> - Self Assessment of work so far (AO2) and completion of appropriate DIRT tasks to improve.</li> <li><b>8.8</b> – Component 1 Section C – 6.2 8 mark question about a line they perform in the performance explaining how they use skills to create intent (AO3)</li> </ul>	<p style="text-align: center;"><b>Half-Term 3</b> <b><u>"Macbeth"</u></b> <b>LMI – Completed 7/3/2018</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand the plot and characters of GCSE English text and become familiar with Shakespearean language and its interpretation. (AO1)</li> <li>To infer, predict and summarise hypotheses from key stimuli and information. (AO1)</li> <li>To understand Shakespearean language with greater fluidity.</li> <li>To make judgements about characters and how Shakespeare uses language to present them (English Lit Paper 1 AO1 and AO2)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Create a story board of the plot, summarised into 6 key moments with written explanations (tick)</li> <li>Annotate Scene 1 with how voice/movement skills and their effect (feedback/DIRT)</li> <li>Design a costume for Macbeth, explaining and analysing its symbolism (tick)</li> <li>Write up PETAL plan as essay (assessment)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>8.9</b> - Group performance of murder mystery (English S&amp;L AO) Peer assessed</li> <li><b>8.10</b> - PETAL plan of English Lit Question <b>How does Shakespeare use language to present Lady Macbeth in this scene?</b> Teacher Assessed (literacy) (English Lit Paper 1 AO1 and AO2)</li> </ul>	

## Drama – Y8 Unit 1 – Summative Information

Year	Unit or Activity	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	Number of lessons
8	“The Mystery of Flannan Isle”	<ul style="list-style-type: none"> <li>To use dramatic Strategies, Elements and Medium to develop atmosphere. (AO2)</li> <li>To develop an effective performance through collaboration and assisting the work of others. (AO1)</li> <li>To understand the construct of theatre to achieve desire performance impact. (AO1)</li> </ul>	Students spend the majority of lessons developing practical skills, written skills are developed through HW tasks and assessed against GCSE criteria and English assessment foci to place emphasis on literacy.	<ul style="list-style-type: none"> <li><b>Independent Enquiry</b> – Research into topic ‘The mystery of Flannan Isle’, homework tasks that require independent and creative thought.</li> <li><b>Creative Thinking</b> – Creative tasks needing creation of characters, stories, practical realisation of character and narration based on text/facts.</li> <li><b>Reflective Learning</b> – DIRT conducted on both written and practical work. Self-assessment with guided DIRT to aid progress.</li> <li><b>Teamwork</b> – Group work every lesson, collaborative working to produce performance, peer assessment.</li> <li><b>Effective Participation</b> – All students engaged in all tasks, group work with specific roles to encourage involvement. Peer assessment, self-assessment</li> <li><b>Self-Management</b> – time management of tasks, 3 homework tasks, SMSC management of maturity and learning to offer insightful comments that are articulated with comprehensive literacy skills and creative thinking.</li> </ul>	6
<b>(Subject) Learning Objectives</b>				<b>Cross Curricular Objectives</b>	
<p><b>Skills:</b> You can create imaginative characters and apply theatre techniques to realise them in performance. You can work collaboratively in a group, listen to others’ ideas and learn to compromise to promote cohesion. You can select appropriate technical skills for the task. You can infer and deduce character from information and use your own imagination to bring these to life using practical skills. You can articulate your practical work in written format and analyse the meaning through theatre terminology.</p> <p><b>Knowledge:</b> You understand the story of Flannan Isle and be able to use your knowledge of drama techniques such as mime and physical theatre to create the mystery and gothic theme behind the story. You will be able to use literacy skills such as narration and diary entries to capture the journey the 3 men in the lighthouse went through, in order to tell the story of Flannan Isle in your own creative way. You will be able to collaborate ideas in groups and develop your own imaginative thinking skills.</p> <p><b>Identifying:</b> You can identify successful characterisation and audience impact. You can identify the application of characterisation and articulate the effect on the audience.</p> <p><b>Content:</b> You can work in a team to develop creative and cohesive ideas for performance. You can utilise a range of drama techniques with success and be clear about the atmosphere they can create for an audience.</p>				<p><b>Literacy:</b> Creative writing in response to the story ‘The mystery of Flannan Isle’ to write diary entries, descriptive writing using senses and their own imaginative ending to the story. Developing knowledge/understanding of key words used in Drama, preparing for exam literacy at GCSE. Creative work is marked with English writing AO in order to promote literacy and ensure quality of writing. Reading key words from PP, sequenced events on boards and self-assessment against success criteria.</p> <p><b>Numeracy:</b> Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.</p> <p><b>Thinking Skills:</b> knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback.</p> <p><b>ICT:</b> can be used for extended homework tasks and is used in lessons to create meaning.</p> <p><b>Communication:</b> extensive use of group work, group problem solving and compromise/collaboration to achieve success. Communication of work to the class and an audience. Analysis of how communication can be improved and what constitutes successful communication of intentions and objectives,</p> <p><b>SMSC:</b> A mystery story that has no conclusion to promote creative thinking, imagination and provoke curiosity. Developing awareness of relationships with other students. Empathetic learning to appreciate the tragedy of the 3 men and how others may feel.</p> <p>Creative thinking and comprehensive literacy skills developed through imaginative story writing and active learning.</p>	
<b>Assessment Criteria / Expectations – including formative and feedback</b>			<b>Resources</b>	<b>Continuity and Progression (link/development of previous learning objectives/units)</b>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>8.1</b> - Use techniques to collaboratively plan own interpretation of story using drama techniques to create atmosphere. (AO1) <b>Self assessed</b></li> <li><b>8.2</b> - Written self-assessment analysing and evaluating artistic intention and self-contribution. (Devising log section 3 - AO4) <b>Teacher assessed</b></li> </ul>			Powerpoint Homework Props costumes Books	Skills demonstrated will continue to be used/developed in future practical work.  Written work develops in stages along the GCSE criteria.	

# Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 1 , Year 8

Date/Week	Subject content/Topic	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
<p>Week 1-6</p> <p>Number of lessons: 5</p>	<p>“The Mystery of Flannan Isle”</p> <p>The story is used to engage students with an interesting mystery. The focus is on using drama techniques to tell the story and create atmosphere and mood for an audience.</p>	<p>Understanding of how to create character and successful characterisation from Y7 Drama.</p> <p>Knowledge of Drama techniques developed throughout Y7/8.</p> <p>Group work developed in Y7/8</p>	<p>To use dramatic Strategies, Elements and Medium to develop atmosphere. <b>(AO2)</b></p> <p>To develop an effective performance through collaboration and assisting the work of others. <b>(AO1)</b></p> <p>To understand the construct of theatre to achieve desire performance impact. <b>(AO1)</b></p>	<ul style="list-style-type: none"> <li>● Lesson 1- Watching of video about Flannan isle, teacher to retell the story, in role and to build suspense. Create 4 still images of the locations in and around the lighthouse using physical theatre and the creation of soundscape.</li> <li>● Lesson 2- Explore the characters of the 3 lighthouse keepers, their relationships with each other using levels, proxemics and status.</li> <li>● Lesson 3- Create a role-play of possible explanation behind the disappearance. Explore supernatural elements behind the story including using techniques such as puppetry, thoughts in the head, soundscape, physical theatre, music.</li> <li>● Lesson 4- To develop and create role-play to investigate what might have actually happened to the 3 men. With use of automatic writing to engage with literacy skills to develop diary entry from one of the 3 men. Bring to life using narration.</li> <li>● Lesson 5- preparing for performance assessment. -Recapping drama techniques and skills developed throughout unit, to ensure they can deploy these into pieces and understand the effect they bring.</li> <li>● Lesson 6- End of unit performance assessment.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● <b>8.1</b> - Use techniques to collaboratively plan own interpretation of story using drama techniques to create atmosphere. <b>(AO1) Self assessed</b></li> <li>● <b>8.2</b> - Written self-assessment analysing and evaluating artistic intention and self-contribution. <b>(Devising log section 3 - AO4) Teacher assessed</b></li> </ul>	<p>All resources shared on Google Drive and in hard copy folder in English office</p>	<ul style="list-style-type: none"> <li>● Analyse still image of lighthouse keeps, labelling use of proxemics and levels <b>(feedback/DIRT)</b></li> <li>● Write your own ending to the story with your own ideas based on practical work. <b>(literacy)</b></li> <li>● Describe drama techniques with success criteria and how it was used during performance <b>(Tick)</b></li> </ul>

**Resources and general notes** - There are lesson plans and lesson by lesson Powerpoints and homework tasks already planned ready for delivery. These need to be adhered to in order to ensure consistency across the curriculum, that teachers feel supported and that the quality of teaching and learning is maintained.

## Drama – Y8 Unit 2 – Summative Information

Year	Unit or Activity	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	Number of lessons
8	“Commedia dell’Arte”	<ul style="list-style-type: none"> <li>To develop an understanding of the slapstick comedy style. <b>(AO3)</b></li> <li>To effectively develop competency with and use theatrical techniques and appropriate style. <b>(AO2)</b></li> <li>To analyse and understand how to construct theatre within a specific style. <b>(AO3)</b></li> </ul>	Students spend the majority of lessons developing practical skills, written skills are developed through HW tasks and assessed against GCSE criteria and English assessment foci to place emphasis on literacy.	<ul style="list-style-type: none"> <li>Analyse and evaluate information, judging its relevance and value</li> <li>Listen and collaborate with other students to form successful working relationships.</li> <li>Generate ideas and explore possibilities</li> <li>Review progress, acting on the outcomes, solving problems</li> <li>Invite feedback and deal positively with praise, setbacks and criticism</li> <li>Organise time and resources, prioritising actions and manage risks</li> <li>Support other students with enthusiasm and unwavering encouragement.</li> </ul>	6
<b>(Subject) Learning Objectives</b>				<b>Cross Curricular Objectives</b>	
<p><b>Skills:</b> You can create imaginative characters and apply theatre techniques to realise them in performance. You can work collaboratively in a group, listen to others’ ideas and learn to compromise to promote cohesion. You can select appropriate technical skills for the task. You can infer and deduce character from information and use your own imagination to bring these to life using practical skills. You can articulate your practical work in written format and analyse the meaning through theatre terminology.</p> <p><b>Knowledge:</b> You can understand a variety of commedia dell’Arte stock characters and their contribution to a performance. You can realise these practically using your characterisation skills of voice and movement. You can articulate information about commedia dell’Arte and their importance in the origins and development of different types of theatre.</p> <p><b>Identifying:</b> You can identify successful characterisation and audience impact. You can identify the application of characterisation and articulate the effect on the audience.</p> <p><b>Content:</b> You have a sound understanding of commedia dell’Arte techniques, stock characters, form and structure. You can replicate this within your own work.</p>				<p><b>Literacy:</b> Extended writing of cross talk script and the reading of a variety of these for performance . Developing knowledge/understanding of key words used in Drama, preparing for exam literacy at GCSE. Creative work is marked with English writing AO in order to promote literacy and ensure quality of writing. Reading key words from PP, sequenced events on boards and self-assessment against success criteria.</p> <p><b>Numeracy:</b> Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.</p> <p><b>Thinking Skills:</b> knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback.</p> <p><b>ICT:</b> can be used for extended homework tasks and is used in lessons to create meaning.</p> <p><b>Communication:</b> extensive use of group work, group problem solving and compromise/collaboration to achieve success. Communication of work to the class and an audience. Analysis of how communication can be improved and what constitutes successful communication of intentions and objectives,</p> <p><b>SMSC:</b> Developing awareness of relationships with other students. Empathetic learning to appreciate how others may feel. Topic encourages the understanding of a variety of characters and teaches children that everyone is different.</p>	
<b>Assessment Criteria / Expectations – including formative and feedback</b>			<b>Resources</b>	<b>Continuity and Progression</b> (link/development of previous learning objectives/units)	
<p><b>8.3</b> - Group performance demonstrating key elements of Commedia Style <b>(AO2) Peer Assessment</b></p> <p><b>8.4</b> - Written account of process and the skills used. Drama terminology needed. <b>(AO1) Teacher Assessed</b></p>			Powerpoint Homework sheets Props/costumes Exercise books	Skills demonstrated will continue to be used/developed in future practical work.  Written work develops in stages along the GCSE criteria.	

Date Week	Subject content	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
Number of lessons: 8	Commedia dell'Arte	<p>To develop an understanding of the slapstick comedy style. <b>(AO3)</b></p> <p>To effectively develop competency with and use theatrical techniques and appropriate style. <b>(AO2)</b></p> <p>To analyse and understand how to construct theatre within a specific style. <b>(AO3)</b></p>	<p>To create imaginative characters and apply theatre techniques to realise them in performance.</p> <p>Work collaboratively in a group, listen to others' ideas and learn to compromise to promote cohesion.</p> <p>Select appropriate technical skills for the task.</p> <p>Infer and deduce character from information and use your own imagination to bring these to life using practical skills.</p> <p>Articulate your practical work in written format and analyse the meaning through theatre terminology.</p>	<ul style="list-style-type: none"> <li>Lesson 1 - You will understand the stock characters of <b>Pulcinella</b> and <b>Arlecchino</b> and their basic characterisation. You will use exaggerated body language and facial expression to recreate these characters. You will create effective characterisation and use the drama technique of <b>proxemics</b>.</li> <li>Lesson 2 - You will create effective characterisation and use the technique of Cross Talk to create comedy. You will use exaggerated body language and facial expression to recreate these characters and attempt Cross Talk. You will understand the stock characters of <b>Pantalone</b> and <b>Il Capitano</b> and their basic characterisation.</li> <li>Lesson 3 - You will understand the stock characters of <b>Arlecchino</b>, <b>Pulcinella</b>, <b>Pantalone</b> and <b>Il Capitano</b> and their basic characterisation. You will use exaggerated body language and facial expression to explore <b>contrast</b> and <b>status</b> between the characters. You will create effective characterisation and use the technique of Cross Talk to create comedy.</li> <li>Lesson 4 - You will perform creative and professional scenes with clear characterisation and audience response. You will understand how to create <b>slapstick comedy</b> within your performance and use it successfully. You will perform creative and professional scenes with clear characterisation and audience response.</li> <li>Lesson 5 - To understand the conventions of slapstick comedy.</li> <li>Lesson 6 - To prepare for assessment.</li> <li>Lesson 7 - Perform and feedback on assessment. I can use a range of vocal and movement skills demonstrated within performance. I can make a considerable contribution to the effectiveness of the piece. My work demonstrates some inventive moments of voice and movement skills. My interpretation demonstrates appropriateness to style and sufficient use of techniques.</li> </ul>	<p><b>8.3</b> - Group performance demonstrating key elements of Commedia Style <b>(AO2) Peer Assessment</b></p> <p><b>8.4</b> - Written account of process and the skills used. Drama terminology needed. <b>(AO1) Teacher Assessed</b></p>	<p>Powerpoint Hwk sheets Props Costume Exercise books</p>	<p><b>HWK 1-</b> <b>Create crosstalk script</b></p> <p><b>HWK 2-</b> Create a mask based on one of the stock characters</p> <p><b>HWK 3 (And assessment 8.4)-</b> Write a critical evaluation of their own performance.</p>
<p><b>Resources and general notes</b> - There are lesson plans and lesson by lesson Powerpoints and homework tasks already planned ready for delivery. These need to be adhered to in order to ensure consistency across the curriculum, that teachers feel supported and that the quality of teaching and learning is maintained.</p>							

## Drama – Y8 Unit 3 – Summative Information

Year	Unit or Activity	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	Number of lessons
8	“TV Genre”	<ul style="list-style-type: none"> <li>To expand variation in character development and understand how voice and movement contribute to mood and atmosphere. (AO2)</li> <li>To understand how to convey dramatic aims/ intentions for an audience. (AO1)</li> <li>To develop a love of learning in Drama and apply knowledge of reality to work.</li> </ul>	Students spend the majority of lessons developing practical skills, written skills are developed through HW tasks and assessed against GCSE criteria and English assessment foci to place emphasis on literacy.	<p><b>Independent Enquiry</b> – Research into topic ‘TV genre’, 3 homework tasks that require independent and creative thought.</p> <p><b>Creative Thinking</b> – Creative tasks needing creation of characters, stories, practical realisation of character and narration based on text/facts.</p> <p><b>Reflective Learning</b> – DIRT conducted on both written and practical work. Self-assessment with guided DIRT to aid progress.</p> <p><b>Teamwork</b> – Group work every lesson, collaborative working to produce performance, peer assessment.</p> <p><b>Effective Participation</b> – All students engaged in all tasks, group work with specific roles to encourage involvement. Peer assessment, self-assessment</p> <p><b>Self-Management</b> – time management of tasks, 3 homework tasks, SMSC management of maturity and learning to offer insightful comments that are articulated with comprehensive literacy skills and creative thinking.</p>	8
<b>(Subject) Learning Objectives</b>				<b>Cross Curricular Objectives</b>	
<p><b>Skills:</b> You can use stimuli to develop your own creative ideas following a success criteria derived from models such as game shows, sports commentary etc. You can create imaginative characters and apply theatre techniques to realise them in performance. You can work collaboratively in a group, listen to others’ ideas and learn to compromise to promote cohesion. You can select appropriate technical skills for the task. You can infer and deduce character from information and use your own imagination to bring these to life using practical skills.</p> <p><b>Knowledge:</b> You can decide upon and understand a range of dramatic intentions you are trying to create for an audience. You can use dramatic strategies to realise these intention and follow dramatic structure and forms to create your own work.</p> <p><b>Identifying :</b> You can identify successful characterisation and audience impact. You can identify the application of characterisation and articulate the effect on the audience. You can identify what makes dramatic form successful and being to replicate this in your own work. You can identify and list a range of drama techniques. You can identify successful application of these techniques within your own work and the work of others.</p> <p><b>Content:</b> You can analyse a range of TV media and being to deconstruct the dramatic construct behind them. You will understand a range of styles and the success criteria needed to execute them with success,</p>				<p><b>Literacy:</b> developing knowledge/understanding of key words used in Drama, preparing for exam literacy at GCSE. Creative work is marked with English writing AO in order to promote literacy and ensure quality of writing. Reading key words from PP, sequenced events on boards and self-assessment against success criteria.</p> <p><b>Numeracy:</b> Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as starter activities.</p> <p><b>Thinking Skills:</b> knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback, creating, organising, calculated risk taking,</p> <p><b>ICT:</b> can be used for extended homework tasks, research.</p> <p><b>Communication:</b> extensive use of group work, group problem solving and compromise/collaboration to achieve success. Communication of work to the class and an audience. Analysis of how communication can be improved and what constitutes successful communication of intentions and objectives,</p> <p><b>SMSC:</b> Developing awareness of relationships with other students. Empathetic learning to appreciate how others may feel. Analysis of the effect of TV genre on an audience.</p>	
<b>Assessment Criteria / Expectations – including formative and feedback</b>			<b>Resources</b>	<b>Continuity and Progression</b> (link/development of previous learning objectives/units)	
<p><b>8.5</b> Practical group assessment of a new TV show devised in groups. Teacher Assessed (AO2)</p> <p><b>8.6</b> – 6.1 style design question and drawing for a new game show set. The work must be labelled with explanations and justification of ideas(AO3)</p>			<p>Powerpoint</p> <p>Homework sheets</p> <p>Props/costumes</p> <p>Exercise books</p>	<p>Skills demonstrated will continue to be used/developed in future practical work.</p> <p>Written work develops in stages along the GCSE criteria.</p>	

# Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 3 , Year 8

Date Week	Subject content/Topic	Knowledge base – link to previous learning	Skills in focus	Students’ programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
Week - Number of lessons: 8	“TV Genre”  Studying style and form of TV genre and the origin of many theatrical strategies and methods.	Understanding of how to create character and successful characterisation from Y7 drama.  Knowledge of how to create using imagination and creative thinking from Y7 drama and English.  Developing creative work based on models, stimuli and following structured success criteria from smaller tasks from year 7 drama.	<ul style="list-style-type: none"> <li>● Expand variation in character development and understand how voice and movement contribute to mood and atmosphere. (AO2)</li> <li>● To understand how to convey dramatic aims/ intentions for an audience. (AO1)</li> <li>● To develop a love of learning in Drama and apply knowledge of reality to work.</li> </ul>	<p>Lesson 1- You can include the features and techniques of a cheesy advert within your work today. You will use excellent body language, facial expression and voice to become those characters inferring and creating your own ideas. You will use your own ideas to add details to the scene and possibly some drama techniques we have studied.</p> <p>Lesson 2- You can include the features and techniques of a gameshow within your work. You will use excellent body language, facial expression and voice to become characters and creating your own ideas. You will use your own ideas to add details to the scene and some drama techniques.</p> <p>Lesson 3- You will perform your game show to the class as practice for your end of unit assessment.</p> <p>Lesson 4- You can include features and techniques of a soap opera. You will use excellent body language, facial expression and voice to become the characters and create your own ideas. You will use the dramatic technique of ‘cross-cutting’ to switch between soap opera scene.</p> <p>Lesson 5- You will understand the dramatic strategy of ‘mark the moment’ and participate in group work, listening to other people’s ideas and acting upon them. You will sustain your characterisation during the slow motion task and contribute to group work. You will use your own ideas to create an inventive new sports show using ‘mark the moment’. You will give ideas and lead others.</p> <p>Lesson 6- You will prepare for your practical group assessment creating a new and inventive TV show deploying all of the drama skills and techniques you have learned so far.</p> <p>Lesson 7- Performance assessment (AO1)</p>	<p>8.5 Practical group assessment of a new TV show devised in groups. Teacher Assessed (AO2)</p> <p>8.6 – 6.1 style design question and drawing for a new game show set. The work must be labelled with explanations and justification of ideas(AO3)</p>	Powerpoint Hwk sheets Props Costume Exercise books	<p>Hwk 1- Bring props and costume in for your game show performance.</p> <p>Hwk 2- Write 2 pages of A4 script from the soap opera you have created today.</p> <p>Hwk 3- Write a sports commentary speech for the sports show you have invented for your assessment.</p>
<p><b>Resources and general notes</b> - There are lesson plans and lesson by lesson Powerpoints and homework tasks already planned ready for delivery. These need to be adhered to in order to ensure consistency across the curriculum, that teachers feel supported and that the quality of teaching and learning is maintained.</p>							

## Drama – Y8 Unit 4 – Summative Information Reviewed and Revised 04/2018 LMI

Year	Unit	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	lessons
8	Texts in Practice	<p style="text-align: center;"><u>Term 5</u> <u>“Texts In Practice”</u></p> <p><b>Objectives:</b> To develop the ability to interpret and perform a character as appropriate to the demands of the performance text (AO2) Develop a range of <b>vocal skills</b> e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking. (AO2) Develop a range of <b>physical skills and techniques</b> e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement (AO2) Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance (AO2)</p>	<p>All of Y7 and Y8 students will perform in a showcase performance. This will take place on the hall stage, viewed by friends and family to promote the importance of drama. This will typically take place toward the end of the summer term.</p> <p>Students will perform in class groups so their performance can be developed during lesson times. The performance will be decided by the class teacher. Story telling works best so that all students can be on stage at all times. There are some scripts on Google Drive that might be suitable. Teachers can use their creativity.</p> <p>Students will develop a character based on a script given to them by the class teacher. They will use voice and movement technical skills outlined in the AQA GCSE specification.</p>	<ul style="list-style-type: none"> <li>● <b>Independent Enquiry</b> – researching the text, deciding and inferring own ideas about character and form. Independent homework analysing use of technical skill on</li> <li>● <b>Creative Thinking</b> – Creation and deduction of character from text, implementing technical skills using own ideas.</li> <li>● <b>Reflective Learning</b> – Throughout the process of creating the performance, students will reflect and direct parts. Their written assessment (8.12) will ensure they reflect on their use of technical skill.</li> <li>● <b>Teamwork</b> – Working in smaller groups within a large class group of 30. Effective teamwork and communication needed.</li> <li>● <b>Self-Management</b> – Learning lines, attending extracurricular rehearsals. Completing homework tasks.</li> </ul>	6/7
<b>(Subject) Learning Objectives</b>			<b>Cross Curricular Objectives</b>		
<p><b>Skills:</b> You can create imaginative characters and apply theatre techniques to realise them in performance. You can work collaboratively in a group, listen to others’ ideas and learn to compromise to promote cohesion. You can select appropriate technical skills for the task. You can infer and deduce character from information and use your own imagination to bring these to life using practical skills. You can articulate your practical work in written format and analyse the meaning through theatre terminology.</p> <p><b>Knowledge:</b> You can understand a variety voice and movement technical skills and can use accurate subject terminology to refer to these: <b>Movement; body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement. Voice: clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking.</b> You can realise these practically to create desired effect,</p> <p><b>Identifying:</b> You can identify successful characterisation and audience impact. You can identify the application of characterisation and articulate the effect on the audience. You can identify and analyse technical skills using accurate subject terminology.</p>			<p><b>Literacy:</b> Reading, inference and deduction from scripts. Reliance on script to infer character and deduce ideas from text. Analysing and evaluation</p> <p><b>ICT:</b> can be used for extended homework tasks and is used in lessons to create meaning. Use of hall ICT and technical equipment</p> <p><b>Communication:</b> extensive use of group work, group problem solving and compromise/collaboration to achieve success. Communication of work to the class and an audience</p> <p><b>SMSC:</b> Developing awareness of relationships with other students. Empathetic learning to appreciate how others may feel. Topic encourages the understanding of a variety of characters. Preparing for and performing in front of a large audience to develop confidence and support of others</p>		
<b>Assessment Criteria / Expectations – including formative and feedback</b>			<b>Resources</b>	<b>Continuity and Progression</b>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● <b>8.7</b> - Self Assessment of work so far (AO2) and completion of appropriate DIRT tasks to improve.</li> <li>● <b>8.8</b> – Component 1 Section C – 6.2 8 mark question about a line they perform in the performance explaining how they use skills to create intent (AO3)</li> </ul>			PowerPoint/ Homework sheets Props/costumes Hall and performance space Scripts photocopied for each child.	From this point,, AO2 is only assessed through other SOL and tasks as it is only worth 20% of the qualification. It is assessed summatively by a visiting examiner in Y11. The skills and techniques are revised throughout other SOL.	

# Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 4/5, Year 8

Date/Week	Subject content	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
Week:  Number of lessons: 6/7	Texts in Practise  Using performance	AO2 skills developed through all performance modules in Y7 and Y8, technical terminology has been used on all SOL so far.	<ul style="list-style-type: none"> <li>To develop the ability to interpret and perform a character as appropriate to the demands of the performance text (AO2)</li> <li>Develop a range of <b>vocal skills</b>. (AO2)</li> <li>Develop a range of <b>physical skills and techniques</b> (AO2)</li> <li>Develop an appropriate performer /audience relationship and ensure sustained engagement throughout the performance (AO2)</li> </ul>	Teacher to choose the class' performance script BEFORE lesson 1. The teacher should divide up the script to ensure that EVERY member of the class has at least one line to say. This might require the class teacher to divide characters etc.  <b>LESSON 1 - To understand and explore the plot of our performance play and understand key moments. To independently decide how to remain on the stage the whole time, whole class still image to begin the performance. To work in smaller groups beginning to devise (or stage the script) for their small part of the performance.</b>  <b>LESSON 2 – To apply the vocal skills of accent and pause to the script or devised section of performance To use inference to establish vocal aspects of emphasis and projection. To apply the vocal skills of inflection and pace to their part of the performance. All students should annotate their scripts with these vocal performance decisions.</b>  <b>LESSON 3– To apply the movement skills of body language and posture to the script or devised section of performance To use inference to establish movement aspects of gait and facial expression. To apply the movement skills of eye contact, proxemics and levels to their part of the performance. All students should annotate their scripts with these vocal performance decisions.</b>  <b>LESSON 4 – To use proxemics and eye contact to establish the relationships between their character and others. To use physical theatre creatively in their part of the scene. To develop a short thought track for their character in their scene to add comedy or tension. Self Assessment of work so far (AO2) and completion of appropriate DIRT tasks to improve.</b>  <b>LESSON 5 – To successfully perform without a script without hesitation or uncertainty. To perform the variety of vocal and movement techniques effectively. To use a wide range of voice and movement techniques effectively in performance to create audience effect.</b>  <b>LESSON 6 – Final run though of showcase performance with students independently remembering how/when to enter/exit stage. Students to perform without prompts from their teacher.</b>	<ul style="list-style-type: none"> <li><b>8.7</b> - Self Assessment of work so far (AO2) and completion of appropriate DIRT tasks to improve.</li> <li><b>8.8</b> – Component 1 Section C – 6.2 8 mark question about a line they perform in the performance explaining how they use voice and movement technical skills to create intent (AO3)</li> </ul>	All resources shared on Google Drive and in hard copy folder in English office	<b>Homework:</b> <ul style="list-style-type: none"> <li>Learn lines for showcase performance (AO2) (tick)</li> <li>Complete AQA “statement of dramatic intention” outlining intent for performance (AO1)</li> </ul>
<b>Resources and general notes</b> – ALL LESSON PLANS, RESOURCES, HOMEWORK TASKS, HOMEWORK SHEETS, ASSESSMENT TASKS, PLANS AND DIFFERENTIATION, MAKRSCHMES ARE ON GOOGLE DRIVE PROVIDED BY LMI. ABSOLUTELY EVERYTHING NEEDED TO TEACH THIS SOL IS PROVIDED FOR CLASS TEACHERS. LEARNING INTENTIONS ARE DIFFERENTIATED FOR: LPA, MPA AND HPA ABOVE. ALL STUDENTS SHOULD BE AIMING TO ACHIEVE ALL OBJECTIVES TO MAINTAIN HIGH EXPECTATIONS.							

**Drama – Y8 Unit 5/6 – Summative Information – Reviewed and Revised 04/2019 LMI**

		Focus – skills and knowledge development	PLTS	lessons
8	Macbeth	<ul style="list-style-type: none"> <li>To understand the plot and characters of GCSE English text and become familiar with Shakespearean language and its interpretation. (AO1)</li> <li>To infer, predict and summarise hypotheses from key stimuli and information. (AO1)</li> <li>To understand Shakespearean language with greater fluidity.</li> <li>To make judgements about characters and how Shakespeare uses language to present them (English Lit Paper 1 AO1 and AO2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Independent Enquiry</b> – researching the text, deciding and inferring own ideas about character and form. Independent homework analysing use of technical skill. Researching historical context of Macbeth and the role of women in 11<sup>th</sup> century Scotland.</li> <li><b>Creative Thinking</b> – inference and deduction of character from text and basic information. Creative interpretation of characters; analysis of character from language.</li> <li><b>Reflective Learning</b> DIRT conducted from self and teacher assessments.</li> <li><b>Teamwork</b> – group work every lesson to work collaboratively</li> <li><b>Self-Management</b>- Timings of tasks, choices of work undertaken, challenge tasks and objectives, extension tasks.</li> </ul>	9
		<b>(Subject) Learning Objectives</b>	<b>Cross Curricular Objectives</b>	
		<p><b>Skills:</b> You can analyse symbolism within text and interpret writer’s intentions. You can create imaginative characters and apply theatre techniques to realise them in performance. You can work collaboratively in a group, listen to others’ ideas and learn to compromise to promote cohesion. You can select appropriate technical skills for the task. You can infer and deduce character from information and use your own imagination to bring these to life using practical skills. You can make judgements about characters and how Shakespeare uses language to present them</p> <p><b>Knowledge:</b> You understand Shakespearean forms of theatre, moving away from naturalistic characterisation and role play and have a basic understanding of Jacobean. You understand the context of Macbeth and its key themes and characters.</p> <p><b>Identifying:</b> You can identify qualities of Macbeth, themes, plots, character You can understand the application of characterisation and articulate the effect on the audience. You can identify what makes dramatic form successful and being to replicate this in your own work. You can identify and list a range of drama elements to create mood and atmosphere.</p> <p><b>Content:</b> You understand the plot, context, characters of Macbeth and can understand Shakespearean language with greater fluidity.</p>	<p><b>Literacy:</b> Complex and advanced play text. Developing knowledge/understanding of key words used in Drama, preparing for exam literacy at GCSE. Written work is marked with English writing AO in order to promote literacy and ensure quality of writing. Reading key words from PP, sequenced events on boards and self-assessment against success criteria.</p> <p><b>Numeracy:</b> Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.</p> <p><b>Thinking Skills:</b> knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback, analysis, evaluation.</p> <p><b>ICT:</b> can be used for extended homework tasks, lighting, music, media., research of story</p> <p><b>Communication:</b> extensive use of group work, group problem solving and compromise/collaboration to achieve success. Communication of work to the class and an audience. Analysis of how communication can be improved and what constitutes successful communication of intentions and objectives,</p> <p><b>SMSC:</b> Themes of murder, death, greed, power, responsibility, psychological demise and oppression. Students see the effect of these on characters and question motives.</p>	
		<b>Assessment Criteria / Expectations – including formative and feedback</b>	<b>Resources</b>	<b>Continuity and Progression</b> (link/development of previous learning objectives/units)
		<ul style="list-style-type: none"> <li><b>8.9</b> - Group performance of murder mystery (English S&amp;L AO)</li> <li><b>8.10</b> - PETAL plan of English Lit Question <b>How does Shakespeare use language to present Lady Macbeth as ‘other’ in this scene?</b> (English Lit Paper 1 AO1 and AO2)</li> </ul>	Powerpoint Homework sheets Props/costumes Exercise books, camera	<p>Skills demonstrated will continue to be used/developed in future practical work.</p> <p>GCSE English Literature skills developed in KS3 English.</p>

# Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 5/6, Year 8

Date/Week	Subject content	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources:	Homework
<p>Week: 27 - 34</p> <p>Number of lessons: 8</p>	<p>Macbeth by William Shakespeare</p>	<p>Investigative skills from English and Drama exploring character and plot to form own opinions and make predictions as to outcome and conclusions,</p> <p>Exploring Shakespearean text in both English and Drama in Y7,8, and 9.</p> <p>English SOL, AO1 and AO2 literature, inferring and deducing information from text.</p>	<ul style="list-style-type: none"> <li>To understand the plot and characters of GCSE English text and become familiar with Shakespearean language and its interpretation. <b>(AO1)</b></li> <li>To infer, predict and summarise hypotheses from key stimuli and information. <b>(AO1)</b></li> <li>To understand Shakespearean language with greater fluidity.</li> <li>To make judgements about characters and how Shakespeare uses language to present them <b>(English Lit Paper 1 AO1 and AO2)</b></li> </ul>	<p><b>LESSON 1</b> - To understand and explore the <b>plot</b> of Macbeth. To select <b>key information and moments</b>. To <b>perform with success</b>, the explorative strategies of <b>still image</b>. Consider <b>characterisation</b> of key characters To creatively use <b>levels, proxemics</b> and physical theatre within our <b>still images</b>.</p> <p><b>LESSON 2</b> – To understand the <b>characters</b> of witches and their role within the play. To <b>perform act 1 scene 1</b>. To use <b>inference to establish voice and movement</b> decisions for the characters and perform these with success. To learn the script during lesson so delivery is fluid. Add in additional techniques to scene 1 to convey the supernatural elements of the witches.</p> <p><b>LESSON 3 &amp; 4</b> – I will develop my understanding of the character Lady Macbeth and consider different aspects of her character. I will use inference explore Act 1 scene 5 and how Shakespeare presents the character of Lady Macbeth I will analyse a range of literary techniques and explain their effect using appropriate terminology</p> <p><b>LESSON 5</b> – You will understand the relationship between Macbeth and Lady Macbeth and how it <b>changes</b> throughout the play. You will use excellent <b>body language, facial expression and gesture</b> to become Macbeth and Lady Macbeth and use the dramatic techniques of levels and proxemics to show their relationship changes. You will use your own ideas and creativity to add details to the scene and additional drama techniques we have studied.</p> <p><b>LESSON 6</b> – You will understand on a deeper level, the character of Macbeth and be able to identify some of his key characteristics, forming your own opinion about him. You will use excellent <b>body language, facial expression and gesture</b> to become Macbeth using your own inference to create an interesting character. You will use your own ideas and creativity to add details to the scene and additional drama techniques we have studied.</p> <p><b>LESSON 7&amp;8</b> - I will know what a flashback is and how to use a flashback effectively in a piece of drama. I will present a character clearly showing their motive and objective for their actions. Explore texts, ideas and situations through applying different dramatic techniques. Portray a range of characters through the use of <b>voice/gesture/movement</b>.</p>	<ul style="list-style-type: none"> <li><b>8.9</b> - Group performance of murder mystery <b>(English S&amp;L AO) Peer Assessed</b></li> <li><b>8.10</b> - PETAL plan and essay of English Lit Question:</li> </ul> <p><b>How does Shakespeare use language to present Lady Macbeth as 'other' in this scene?</b></p> <p><b>(English Lit Paper 1 AO1 and AO2) Teacher assessed</b></p>	<p>All resources shared on Google Drive and in hard copy folder in English office</p>	<ul style="list-style-type: none"> <li>Create a story board of the plot, summarised into 6 key moments with written explanations <b>(tick)</b></li> <li>Annotate Scene 1 with how voice/movement skills and their effect <b>(feedback/DIRT)</b></li> <li>Design a costume for Macbeth, explaining and analysing its symbolism for his character <b>(tick)</b></li> <li>Write up PETAL plan as essay <b>(assessment)</b></li> </ul>
<p><b>Resources and general notes</b> – ALL LESSON PLANS, RESOURCES, HOMEWORK TASKS, HOMEWORK SHEETS, ASSESSMENT TASKS, PLANS AND DIFFERENTIATION, MAKR SHCMES ARE ON GOOGLE DRIVE PROVIDED BY LMI. ABSOLUTELY EVERYTHING NEEDED TO TEACH THIS SOL IS PROVIDED FOR CLASS TEACHERS. LEARNING INTENTIONS ARE DIFFERENTIATED FOR: <b>LPA, MPA</b> AND <b>HPA</b> ABOVE. ALL STUDENTS SHOULD BE AIMING TO ACHIEVE ALL OBJECTIVES TO MAINTAIN HIGH EXPECTATIONS.</p>							