

PENSBY HIGH SCHOOL- SCHEME OF LEARNING

Drama Course Overview – Year 10

Brief description of course: Students will undertake practice units of the AQA GCSE Drama course. They will be assessed using the mark schemes from the GCSE specification and therefore receive accurate analysis of progress throughout the course. Students will cover all assessment objectives within Y10 and therefore understand what is required for each unit. The set text for examination “Blood Brothers” will be seen at the theatre in addition to 2 or 3 other productions to foster a love of live theatre and allow for analysis and evaluation (AO4) in preparation for written exam. In term 3, students will complete Component 2: Devising Drama which is worth 40% of the qualification.

Half-Term 1 ‘ Blood Brothers’

LMI

Objectives:

- To collaborate with others to successfully and imaginatively bring a script to life. **(AO1)**
- To use and apply a wide range of practical skills to achieve desired performance outcomes **(AO2)**
- To gain knowledge of content/plot/character, social, political and historical context of Blood Brothers **(AO3)**

Homework:

- Analyse and evaluate your performance decisions for your performance of Mrs Lyons and Mrs Johnstone **(feedback/DIRT) (AO4)**
- Learn lines in preparation for performance **(tick)**
- Attend school organised theatre trip to see “Blood Brothers” by Willy Russell.

Assessment:

- **10.1** - Practical assessment of paired performance of Mickey and Eddie’s first meeting building on work with subtext, voice and movement. **(AO2) Peer assessed**
- **10.2** - Formative assessment of a written homework task for Mickey and Eddie **(AO3) Teacher assessed**

Completed: LMI 27/2/2018

Half-Term 2 ‘ Blood Brothers’

LMI

Objectives:

- To expand variation in character development and understand how voice and movement contribute to mood and atmosphere. **(AO2)**
- To understand how to convey dramatic aims/ intentions for an audience. **(AO1)**
- To recognise and evaluate success within your own work and the work of others. **(AO4)**
- To gain knowledge of content/plot/character, social, political and historical context of Blood Brothers **(AO3)**

Homework:

- Analyse and evaluate your performance decisions for your paired performance (PLAN) **(feedback/DIRT) (AO4)**
- Design a costume for your character and annotate with quotes which support your justification. **(AO3)**

Assessment:

- **10.3** - Use of vocal skills to deliver Mickey’s “I wish I was our Sammy” speech. **Peer Assessed (AO2)**
- **10.4** - Component 1 mock exam of section B. Written answer using planned HW to assist for LPA. **Teacher Assessed (AO3)**

Completed: LMI 27/2/2018

Half-Term 3 “ War – Devised Piece”

RHA

Objectives:

- To make decisions about atmosphere/ mood and creating desired effect for an audience. **(AO3)**
- To interpret Stimuli in a creative way **(AO1)**
- To understand how to conduct independent research and synthesise into meaningful drama **(AO1)**
- To collaborate with others and rehearse, refine and amend work in progress. **(AO1)**
- Analyse and evaluate their own process of devising and their contribution. **(AO1)**

Homework:

- Collate resources for performance: props, costume, LFX/SFX cue sheets. **(tick) (AO1)**
- Create 2 pages of A4 research with detailed annotations of decisions made and desired performance impact
- Following devising log information from specificaitn, keep a log of the process of devising, writing up for HW so lesson time can be maximised. **(feedback/DIRT) (AO1)**

Assessment:

- **10.5** - Group performance demonstrating key elements and drama techniques with a clear and well executed performance object and intended impact **(AO1) Teacher assessed**
- **10.6** - Mock “devising log” of research undertaken into story and annotation of how it will be used in performance and why **(AO1) Teacher assessed (AO1)**

Half-Term 4

Component 1 – Understanding Drama

Section C – Live Theatre Evaluation

LM

Objectives:

- To attend an inspiring live theatre production that engages and motivated pupils and helps them offer creative and critical analysis and evaluation. (AO3/AO4)
- To teach students the structure for Section C of the written exam and prepare them with a formula and knowledge of how to answer to question (AO3/AO4)
- Develop students' written analysis skills (AO3)
- Develop students' written evaluation skills (AO4)
- Develop student' knowledge and use of subject specific terminology. (AO3)

Homework:

- Type up notes made during the live production and organise them into key moments to prepare for exam practise
- Complete a SAMs question from Section C, b broken down in smaller chunks over a period of time, accumulating to a good answer.
- Research and revise subject specific terminology.

Assessment:

10.7 – Mock exam essay answer of Section C. Completed in class time based on SAMs assessment question.

Completed: LMI 20/4/2018

Half-Term 5

Component 2 'Devising Drama' Performance

LM

Objectives:

To produce a self devised piece of theatre in groups of 3 or 4 that lasts 12-15 minutes. 15% of qualification (AO1)

- Create and communicate meaning for an audience
- Realise artistic intention in devised drama.
- To make decisions about atmosphere/ mood and creating desired effect for an audience. (AO3)
- To interpret Stimuli in a creative way (AO1)
- To understand how to conduct independent research and synthesise into meaningful drama (AO1)
- To collaborate with others and rehearse, refine and amend work in progress. (AO1)

Homework:

- Learn lines for performance
- Write sections of script for group work.
- Plan music and lighting cues and liaise with other theatre makers to plan for performance

Assessment: 10% of GCSE qualification

- **10.8** – Mock performance exam with teacher feedback (AO2)
- **10.9 Actual Component 2 performance** - Performance in groups of 3 – 4 based on teacher provided stimuli and developed over a period of 8-9 weeks (AO2)

Half-Term 5/6 –

Component 2 'Devising Drama' Portfolio

LM

Objectives:

To produce 2500 words/15 pages with annotated text, photographs documenting the devising process, worth 25% of the qualification

- Section 1: Response to a stimulus (AO1)
- Section 2: Development and collaboration (AO1)
- Section 3: Analysis and evaluation. (AO4)

Homework:

- Write up notes in neat (possibly type) (tick)
- Complete teacher provided work sheets to aid writing process over a period of 9 -10 weeks. (feedback/DIRT)
- Keep a drama journal of devising process and be responsible for filling it in periodically.

Assessment: 30% of GCSE qualification

- Draft of Section 1 – teacher feedback and DIRT (AO1)
- Draft of section 2 –teacher feedback and DIRT (AO1)
- Draft of Section 3 – teacher feedback and DIRT (AO4)
- Portfolio charting devising process and for submission **10.10 – Final portfolio mark (AO3/AO4)**

The rules for completing this work must adhere to Section 4 of the JCQ Non Examined Assessment guidelines.

Drama – Y10 Unit 1 and 2 – Summative Information – Revised and reviewed 21/03/2018 LMI

Year	Unit	Focus – skills and knowledge development	Learning opportunities	PLTS	Number of lessons
10	"Blood Brothers"	<ul style="list-style-type: none"> To expand variation in character development and understand how voice and movement contribute to mood and atmosphere. (AO2) To understand how to convey dramatic aims/ intentions for an audience. (AO1) To recognise and evaluate success within your own work and the work of others. (AO4) To gain knowledge of content/plot/character, social, political and historical context of Blood Brothers (AO3) To collaborate with others to successfully and imaginatively bring a script to life. (AO1) To gain knowledge of content/plot/character, social, political and historical context of Blood Brothers (AO3) 	Students will translate text into practical performance using their own inference and deduction needed for written exam. Students will visit the theatre and develop their ability to work collaboratively.	<ul style="list-style-type: none"> Independent Enquiry – researching the text, deciding and inferring own ideas about character and form. Independent homework analysing use of technical skill, discovering key information that will benefit class work. Independent thinking and inference from text. Creative Thinking – Creation and deduction of character from text, implementing technical skills using own ideas. Creation of costume, lighting, set, design using inference from text. Creative use of a range of drama techniques. Reflective Learning – Throughout the process of creating performance, students will reflect and direct parts. Students will reflect on all assessment tasks and complete DIRT to improve. Embedded use of self and peer assessment. Teamwork – Working in smaller groups within a large class. Effective teamwork and communication needed, sometimes whole class work will be needed to complete tasks. Tasks should be designed to promote the dynamic group develop of support and collaboration in the first term of Y10 Self-Management – Learning lines, attending extracurricular rehearsals. Completing homework tasks, choice element to work and tasks. 	25
(Subject) Learning Objectives				Cross Curricular Objectives	
<p>Skills: 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. You can Analyse how theatre is developed and executed with success and understand how to use the themes and context of a play to affect your theatrical realisation</p> <p>Knowledge: You can understand and use a wide range of different drama techniques with success. You will understand the themes, context, plot, characters of Blood Brothers by Willy Russell and be able to articulate this in both practical and written form. You can understand a variety voice and movement technical skills and can use accurate subject terminology to refer to these: 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. You can realise these practically to create desired effect,</p> <p>Identifying: 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. You can identify success and room for improvement in others' work and therefore complete effect peer assessment.</p> <p>Content: You can understand complex story lines and stage them with success. You can infer character from text with reduced teacher input. You understand the political context of 1970s Britain and how this affects the characters in the play. You understand the play's characters, plot and themes and can articulate this in both practical and written form.</p>				<p>Literacy: developing knowledge/understanding of key words used in Drama, preparing for exam literacy. Lots of work with text and having to deduce and infer independently with a reduced input from teacher.</p> <p>Numeracy: Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.</p> <p>Thinking Skills: knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback.</p> <p>ICT: can be used for extended homework tasks and research into the play</p> <p>Communication: 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>SMSC: The story highlights a contrast between the rich and poor living in Liverpool in the late 1970s. it raises important issues of education, equality, opportunity, political austerity .</p>	
Assessment Criteria / Expectations – including formative and feedback <ul style="list-style-type: none"> 10.1 - Practical assessment of paired performance of Mickey and Eddie's first meeting building on work with subtext, voice and movement. (AO2) peer assessed - feedback/DIRT 10.2 - Formative assessment of a written homework task for Mrs/Mrs L (AO3) Teacher assessed – feedback/DIRT 10.3 - Use of vocal skills to deliver Mickey's "I wish I was our Sammy" speech. Peer Assessed (AO2) 10.4 - Component 1 mock exam of section B. Written answer using planned HW to assist for LPA. Teacher Assessed (AO3) 			Resources PP, Worksheets, theatre tickets and planning, Purple exercise books – Component 1: Understanding Drama	Continuity and Progression Develops from text based study throughout KS3 both practically and the analysis and deconstruction across English and Drama.	

Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 1 - 2, Year 10

[illegible]

Drama – Y10 Unit 3 – Summative Information

Year	Unit	Focus – skills and knowledge development	Learning opportunities	PLTS	Lessons
10	War – Devised Theatre	<ul style="list-style-type: none"> To make decisions about atmosphere/ mood and creating desired effect for an audience. (AO3) To interpret Stimuli in a creative way (AO1) To understand how to conduct independent research and synthesise into meaningful drama (AO1) To collaborate with others and rehearse, refine and amend work in progress. (AO1) Analyse and evaluate their own process of devising and their contribution. (AO1) 	<p>Students will be given an opportunity to explore an installation stimulus, learning to respond to stimuli and considering how they want an audience to respond/feel. They will then research the areas that interest them and devise an original piece of theatre in a group of 3 or 4.</p>	<ul style="list-style-type: none"> Historical knowledge of war, it's implications on a variety of people and redefining our idea of victims to understand all those affected from a variety of perspectives. Analyse and evaluate information, judging its relevance and value Listen and collaborate with other students to form successful working relationships. Generate ideas and explore possibilities Review progress, acting on the outcomes, solving problems Invite feedback and deal positively with praise, setbacks and criticism Organise time and resources, prioritising actions Anticipate, take and manage risks Support other students with enthusiasm and unwavering encouragement. 	17
(Subject) Learning Objectives				Cross Curricular Objectives	
<p>Skills: Develop your own creative ideas following a success criteria derived from models. Conduct own research based on what interests students from stimulus. . 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>Knowledge: 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. You can use and develop knowledge of conventions to form your piece of theatre</p> <p>Identifying: 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>Content: Understand 3 scenarios of war and the reasons those wars began. Choose one example of modern war to focus your piece of theatre on and research it appropriately. Use this knowledge to derive theatre from.</p>				<p>Literacy: Extended writing in drama nook, keeping a journal of the devising process. Developing knowledge/understanding of key words used in Drama, preparing for exam literacy at GCSE. Reading of stories and engaging with research of own accord, sorting and deciding relevance.</p> <p>Numeracy: Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.</p> <p>Thinking Skills: knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback., analysis, evaluation.</p> <p>ICT: can be used for extended homework tasks, lighting, music, media. Researching tasks.</p> <p>Communication: 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>SMSC: Stimulus of war and the people affected by it, challenging stereotypes and promoting the idea of humanity. Developing awareness of relationships with other students. Empathetic learning to appreciate how others may feel.</p>	
Assessment Criteria / Expectations – including formative and feedback <ul style="list-style-type: none"> Group performance demonstrating key elements and drama techniques with a clear and well executed performance object and intended impact (AO1) Teacher assessed Mock “devising log” of research undertaken into story and annotation of how it will be used in performance and why (AO1) Teacher assessed (AO1) 			Resources PowerPoint, HW sheets, Props/costume, stimuli materials Blue exercise books – Component 2: Devising Drama	Continuity and Progression (link/development of previous learning objectives/units) <ul style="list-style-type: none"> Students have devised theatre since Y7 and responded to stimuli in drama and English. Written work charts the development of their piece which has been practised in Y9. 	

Drama – Y10 Unit 4 – Summative Information – Created by LMI 25/04/2018

Year	Unit	Focus – skills and knowledge development	Learning opportunities	PLTS	Lessons
10	4 - Component 1 – Section C	<ul style="list-style-type: none"> To attend an inspiring live theatre production that engages and motivated pupils and helps them offer creative and critical analysis and evaluation. (AO3/AO4) To teach students the structure for Section C of the written exam and prepare them with a formula and knowledge of how to answer to question (AO3/AO4) Develop students' written analysis skills (AO3) Develop students' written evaluation skills (AO4) Develop student' knowledge and use of subject specific terminology. (AO3) 	<p>Students will visit the theatre to see an engaging live performance. Students will write about the production they see for their GCSE written exam in May 2019. They must there for make sufficient notes about the different performance elements detailed in this SOL to enable them to remember in sufficient detail in 2019.</p> <p>Before this trip, students will be taught subject knowledge and terminology relation to section C of the written exam to enable them to make notes accurately.</p> <p>Students will engage in a variety of activities designed to consolidate their knowledge, revise and recall key moments and develop comprehensive notes that can be used to answer a mock exam question effectively.</p>	<ul style="list-style-type: none"> Independent Enquiry – researching the text, deciding and inferring own ideas about character and form. Independent homework analysing use of technical skill, discovering key information that will benefit class work. Independent thinking and inference form text. Creative Thinking – Creation and deduction of character, decisions of how performance elements symbolise character. Reflective Learning – Critical and creative use of evaluation to give a personal response to the use of performance elements. Students will reflect on all assessment tasks and complete DIRT to improve. Embedded use of self and peer assessment. Teamwork – Working in smaller groups within a large class. Effective teamwork and communication needed, sometimes whole class work will be needed to complete tasks. Tasks should be designed to promote the dynamic group develop of support and collaboration. Working as a team to make notes on specific performance elements to be shared with the rest of the class. Self-Management –homework tasks, choice element to work and tasks, choosing own focus for 3 key moments of EACH performance element (lighting, sounds, acting, set, costume) 	10
(Subject) Learning Objectives				Cross Curricular Objectives	
<p>Skills: AO3 – Description of key events and moments using accurate subject terminology. AO4 – Analysis of the use of performance elements and the symbolism created, evaluation and personal response.</p> <p>Knowledge: Performance elements, accurate subject terminology to identify them, analyse and evaluate their use in live theatre</p> <p>Acting: Acting style (melodramatic, naturalistic), Movement (posture, pace, hand gesture, facial expression), Voice (pace, pause, volume, inflection, emphasis) Ensemble (synchronisation, group work) Use of stage space (Centre stage, down stage, upstage) Proxemics, levels, Characterisation (how they wanted the character to be portrayed) Techniques (direct address, mime, still image, thought track) relationships, eye contact, hierarchy, status,</p> <p>Costume: Material, Colour, texture, Length/shape, Pattern, Context/time period, Make up, Hair, jewellery, Social Class, style, costume changes, unique aspects specific to character, accessories, props, practical reasons for acting parts of the play, dresses, skirts, blouses, sleeves; waistlines, hemlines, trousers, shirts, jackets, ties; lapel width, tie width, hats, stoles, shawls, coats, cloaks, capes</p> <p>Lighting: Wash, LED lantern, Fresnel, profile spot, follow spot, coloured gel, gobo, haze, diffusion, cyclorama, shadow, side light, down light, backlight, silhouette, shadows, upstage, downstage, centre stage, stage let, stage right</p> <p>Set: Colours, Type of staging, actor/audience relationship, material, how set is moved, props, cyclorama (projection), flats (painted wooden boards to show scenery), How location is created, How Time period is created, How the Time of day is created, How the set enhances the mood or atmosphere, floor coverings, drapes, furnishings, positioning of entrances/exits, Use of space (centre stage, up stage, downstage), Levels, Physical theatre to create set</p> <p>Sound: underscoring the action/atmosphere, diegetic/non-diegetic sound to highlight atmosphere, use of strings; discordant notes, musical or percussion instruments; pitch, pace, tempo, abstract sound, cliché sounds of imminent danger, music, with or without lyrics, live music, pre-recorded sound, microphones, Amplifiers, sound effects, distortion, reverb, echo, volume/amplification, fades, Soundscapes, Silence/lack of sound, Onomatopoeia</p> <p>Identifying: 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>Content: Understand the play form which your performance is taken and be able to use this to contribute to your performance.</p>				<p>Literacy: Inference and deduction from text, the creation of character, subtext, plot and action. Extended writing, connectives, narrative, analysis. Evaluation, personal opinions, opposing and alternative suggestions, critical; judgements.</p> <p>Numeracy: Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities. Drawing of ground plan for stage set to scale of 1:50.</p> <p>Thinking Skills: knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback., analysis, evaluation.</p> <p>ICT: can be used for extended homework tasks, lighting, music, media. Researching tasks. Research and storing of media such as photographs of the production, online resource packs and educational websites as memory aids. Electronic versions of notes created for safe keeping. Shared drive document from LMI to structure note making into essay plans.</p> <p>Communication: 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>SMSC: Play text chosen appropriate for age, contains appropriate issues to explore and develop.</p>	
				<p>Continuity and Progression (link/development of previous learning objectives/units) Students have been developing these skills throughout the course, they have experience of describing, analysing and evaluating through KS3 and KS4.</p> <p>Resources: PowerPoint, HW sheets, Props/costume, stimuli materials, Purple exercise books: Component 1: Understanding Drama</p> <p>Assessment Criteria / Expectations – including formative and feedback 10.7 – Mock exam essay answer of 32 mark Section C. Completed in class time based on SAMs assessment question. (AO3/AO4) Self assessed, teacher assessed, DIRT</p>	

Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 4, Year 10

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	Resources:	Homework
Half Term 4 Weeks 22 - 26	Component 1 Section C – Live Theatre Evaluation	<p>Students have been developing these skills throughout the course, they have experience of describing, analysing and evaluating through KS3 and KS4.</p> <p>Y10 Uni1/2 – analysis, description.</p> <p>English skills: deduce, analyse, infer, synthesis, evaluate, personal response, alternative perspective, director & writer's intentions.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> To attend an inspiring live theatre production that engages and motivated pupils and helps them offer creative and critical analysis and evaluation. (AO3/AO4) To teach students the structure for Section C of the written exam and prepare them with a formula and knowledge of how to answer to question (AO3/AO4) Develop students' written analysis skills (AO3) Develop students' written evaluation skills (AO4) Develop student' knowledge and use of subject specific terminology. (AO3) 	<p>BEFORE VISITING LIVE THEATRE:</p> <ol style="list-style-type: none"> Lesson on performance element of lighting. Conduct own research and learn subject knowledge and subject terminology outlined in cover sheet: Lighting: Wash, LED lantern, Fresnel, profile spot, follow spot, coloured gel, gobo, haze, diffusion, cyclorama, shadow, side light, down light, backlight, silhouette, shadows, upstage, downstage, centre stage, stage left, stage right Annotation of a photograph of a famous stage production with creative use of lighting – students annotate with description, analysis and evaluation of effect. Turn annotations into paragraphs in writing frame provided (describe, analyse, evaluate) Recap of acting subject terminology and elements to be aware and to make notes on: Acting: Acting style (melodramatic, naturalistic), Movement (posture, pace, hand gesture, facial expression), Voice (pace, pause, volume, inflection, emphasis) Ensemble (synchronisation, group work) Use of stage space (Centre stage, down stage, upstage) Proxemics, levels, Characterisation (how they wanted the character to be portrayed) Techniques (direct address, mime, still image, thought track) relationships, eye contact, hierarchy, status, Terminology bingo game to revise acting terminology Lesson teaching terminology for costume design including elements for analysis: Costume Material, Colour, texture, Length/shape, Pattern, Context/time period, Make up, Hair, jewellery, Social Class, style, costume changes, unique aspects specific to character, accessories, props, practical reasons for acting parts of the play, dresses, skirts, blouses, sleeves; waistlines, hemlines, trousers, shirts, jackets, ties; lapel width, tie width, hats, stoles, shawls, coats, cloaks, capes. Analysis of "Inspector Calls" costumes as students will be able to analyse and evaluate the impact due to knowing the play through English lessons. Teacher to project an image from the production and students to annotate the picture, then turn into paragraphs. Terminology tennis to revise terminology Lesson teaching terminology for Set design including elements for analysis: Set: Colours, Type of staging, actor/audience relationship, material, how set is moved, props, cyclorama (projection), flats (painted wooden boards to show scenery), How location is created, How Time period is created, How the Time of day is created, How the set enhances the mood or atmosphere, floor coverings, drapes, furnishings, positioning of entrances/exits, Use of space (centre stage, up stage, downstage), Levels, Physical theatre to create set. Application of skills in creative task. Lesson delivering subject terminology and elements for analysis: Sound: underscoring the action/atmosphere, diegetic/non-diegetic sound to highlight atmosphere, use of strings; discordant notes, musical or percussion instruments; pitch, pace, tempo, abstract sound, cliché sounds of imminent 	<p>10.7 – Mock exam essay answer of 32 mark Section C. Completed in class time based on SAMs assessment question. (AO3/AO4) Self assessed, teacher assessed, DIRT</p> <p>Or Y10 mock exam could be used if there is limited timing.</p>	<p>All resources shared on Google Drive and in hard copy folder in English office.</p> <p>Hardcopy of Drama handbook given to each member of staff.</p>	<ol style="list-style-type: none"> Type up notes made during the live production and organise them into key moments to prepare for exam practise. Complete a SAMs question from Section C, broken down in smaller chunks over a period of time, accumulating to a good answer. Research and revise subject specific terminology for quiz. Annotate production pictures with description, analysis, evaluation of given production values.

				<p>danger, music, with or without lyrics, live music, pre-recorded sound, microphones, Amplifiers, sound effects, distortion, reverb, echo, volume/amplification, fades, Soundscapes, Silence/lack of sound, Onomatopoeia</p> <p>12. Class teacher to show some clips on Youtube of productions using sound – students to analyse use of SFX.</p> <p>13. Class teacher to play varying pieces of music for students to analyse the different components and evaluate the effect.</p> <p>Divide class into 5 equal groups and assign a specialism to each group depending on their skills. GCSE music students/musicians should do sound etc etc. Those students</p> <p>AFTER VISITING LIVE THEATRE</p> <ul style="list-style-type: none"> • Type up notes taken in the theatre onto the templates provided on Google drive and the Shared drive. Those students who were allocated lighting should complete the lighting template etc. <ul style="list-style-type: none"> ◦ Extension task: students should complete extra note making templates if they have made notes about other performance elements. • Class teacher to create Kagan 6x6 grid about production seen (see examples on drive) Students use this as a board game with dice, when they land on a square, they use their production notes to talk about the elements of photographs in the square landed on. Play in partners to promote verbal discussion, revision. • Set <ul style="list-style-type: none"> ◦ Draw the set of the production to a 1:50 scale to improve numeracy and aspect ratio. Use professional photographs and theatre notes to help. Label the drawing thoroughly, creating a key. ◦ Work in different groups to share ideas and complete set note template: class teacher should plan lesson revising the elements of set and lead the discussions, using questions to prompt students imagination for analysis and evaluation. • Sound <ul style="list-style-type: none"> ◦ Work in different groups to share ideas and complete sound note template: class teacher should plan lesson revising the elements of sound and lead the discussions, using questions to prompt students imagination for analysis and evaluation. ◦ Musical instrument could be borrowed from the Head of music to experiment in creating sounds and analysing/evaluating their effect. Similarities could be established between this task and the production, thus helping with students analysis and evaluation • Lighting <ul style="list-style-type: none"> ◦ Using a photograph of a key scene in the production, label the use of lighting. Students could be taken to the hall to look at the lighting system and revise some key terminology. ◦ Work in different groups to share ideas and complete lighting note template: class teacher should plan lesson revising the elements of lighting and lead the discussions, using questions to prompt students imagination for 			
--	--	--	--	--	--	--	--

				<p>analysis and evaluation.</p> <ul style="list-style-type: none"> Costume <ul style="list-style-type: none"> Using the sheet provided, draw on the figures the key costumes and costume changes for the main characters of the play. Label the costumes with analysis and evaluation. Work in different groups to share ideas and complete costume note template: class teacher should plan lesson revising the elements of costume and lead the discussions, using questions to prompt students imagination for analysis and evaluation. Acting <ul style="list-style-type: none"> Using some of the performance script, students should work in small groups/pairs to bring a scene of the production to life using the acting elements used in the production. All students should have all 5 note templates completed for the following performance elements: lighting, sounds, costume, acting, set. Assessment - Using their notes, they should complete a section C exam question in 50 minutes, timed exam conditions. 			
<p>Resources and general notes –</p> <ul style="list-style-type: none"> Purple exercise books – Component 1: Understanding Drama 							

Drama – Y10 Unit 5/6 – Summative Information -

Year	Unit	Focus – skills and knowledge development	Learning opportunities	PLTS	Lessons
10	“Lost youth” – Devised Theatre	<p>To produce a self devised piece of theatre in groups of 3 or 4 that lasts 15-20 minutes. 10% of qualification (AO1)</p> <ul style="list-style-type: none"> Create and communicate meaning for an audience (AO1) Realise artistic intention in devised drama. To make decisions about atmosphere/ mood and creating desired effect for an audience. (AO3) To interpret Stimuli in a creative way (AO1) To understand how to conduct independent research and synthesise into meaningful drama (AO1) To collaborate with others and rehearse, refine and amend work in progress (AO1) 	Students will be given an opportunity to explore an installation stimulus, learning to respond to stimuli and considering how they want an audience to respond/feel. They will then research the areas that interest them and devise an original piece of theatre in a group of 3 or 4.	<ul style="list-style-type: none"> Independent Enquiry – researching the stimuli, deciding and inferring own ideas about character and form. Independent homework researching topic to gain knowledge and content to inform assessment piece of theatre. Use of technical skill, discovering key information that will benefit class work. Independent thinking and inference from text. Creative Thinking – Interpretation of stimuli to generate ideas and explore possibilities Creation and deduction of character from text, implementing technical skills using own ideas. Creation of costume, lighting, set, design using inference from text. Creative use of a range of drama techniques. Reflective Learning – Throughout the process of creating performance, students will reflect and direct parts. Students will reflect on all assessment tasks and complete DIRT to improve. Embedded use of self and peer assessment. Completion of reflective written work in book to detail experience. Teamwork – Working in smaller groups within a large class. Effective teamwork and communication needed, sometimes whole class work will be needed to complete tasks. Tasks should be designed to promote the dynamic group develop of support and collaboration in the first term of Y10. Listen and collaborate with other students to form successful working relationships. Support other students with enthusiasm and unwavering encouragement. Self-Management – Learning lines, attending extracurricular rehearsals. Completing homework tasks, choice element to work and tasks. Organise time and resources, prioritising actions 	17
(Subject) Learning Objectives				Cross Curricular Objectives	
<p>Skills: Develop your own creative ideas following a success criteria derived from models. Conduct own research based on what interests students from stimulus. . 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>Knowledge: 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. You can use and develop knowledge of conventions to form your piece of theatre</p> <p>Identifying: 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>Content: Understand 3 scenarios of war and the reasons those wars began. Choose one example of modern war to focus your piece of theatre on and research it appropriately. Use this knowledge to derive theatre from</p>				<p>Literacy: Extended writing in drama book, keeping a journal of the devising process. Developing knowledge/understanding of key words used in Drama, preparing for exam literacy at GCSE. Reading of stories and engaging with research of own accord, sorting and deciding relevance.</p> <p>Numeracy: Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.</p> <p>Thinking Skills: knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback., analysis, evaluation.</p> <p>ICT: can be used for extended homework tasks, lighting, music, media. Researching tasks.</p> <p>Communication: 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>SMSC: Stimulus of war and the people affected by it, challenging stereotypes and promoting the idea of humanity. Developing awareness of relationships with other students. Empathetic learning to appreciate how others may feel.</p>	
<p>Assessment Criteria / Expectations – including formative and feedback</p> <p>10.8 – Mock performance exam with teacher feedback (AO2)</p> <p>10.9 Actual Component 2 performance - Performance in groups of 3 – 4 based on teacher provided stimuli and developed over a period of 8-9 weeks (AO2)</p> <p>(10.10) accompanying devised portfolio (AO1/AO4)</p> <ul style="list-style-type: none"> Formative assessments along the way by class teacher to be used for M3. This should include one draft of Portfolio Sections, Section 2 and Section 3 with feedback from teacher. 			<p>Resources</p> <p>PowerPoint, HW sheets, Props/costume, stimuli materials</p> <p>Blue exercise books – Component 2: Devising Drama</p>	<p>Continuity and Progression (link/development of previous learning objectives/units)</p> <ul style="list-style-type: none"> Students have devised theatre since Y7 and responded to stimuli in drama and English. Written work charts the development of their piece . This process of writing for AO1, reflecting and detailing has been developed through the KS3 curriculum and the Y9 curriculum, 	

Week by Week SCHEME OF WORK & ASSESSMENT for Drama— Unit 5/6, Year 10

Week	Subject content	Skills in focus	Students' programme of study and activities	Assessment: method, feedback	Homework	Les.
Half Term 5 Week 30	C2 - Devising Theatre	<ul style="list-style-type: none"> To interpret Stimuli in a creative way (AO1) To understand how to conduct independent research and synthesise into meaningful drama (AO1) To revise key dramatic techniques in preparation for devising own theatre (AO1) 	<ul style="list-style-type: none"> Teacher to lead inspiring workshops introducing various stimuli for "lost youth". Stimuli provided is "Romanian sewer children", "toddlers and tiaras" Through teacher workshops and introduction of stimuli, students need to use and re-cap the dramatic techniques of still image, thought tracking, cross cutting, proxemics, levels, narration, mime, semiotics, music, lyrics, synchronisation, role-play, hot seating, mark the moment, physical theatre 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log. 	Formative assessments along the way by class teacher to be used for M3. This should include one draft of Portfolio Sections, Section 2 and Section 3 with feedback from teacher.	<ul style="list-style-type: none"> Independent Research and find own example of something they consider to fit with the theme of "lost youth" e.g newspaper articles, non-fiction, news items, documentary Make a mind map of potential ideas they'd like to explore for their own play. <p>Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance</p>	2
Half Term 5 31	C2 - Devising Theatre	<ul style="list-style-type: none"> To interpret Stimuli in a creative way (AO1) To understand how to conduct independent research and synthesise into meaningful drama (AO1) To revise key dramatic techniques in preparation for devising own theatre (AO1) 	<ul style="list-style-type: none"> Teacher to lead inspiring workshops introducing various stimuli for "lost youth". Stimuli provided is "Romanian sewer children", "toddlers and tiaras" Through teacher workshops and introduction of stimuli, students need to use and re-cap the dramatic techniques of still image, thought tracking, cross cutting, proxemics, levels, narration, mime, semiotics, music, lyrics, synchronisation, role-play, hot seating, mark the moment, physical theatre 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log. 	Formative assessments along the way by class teacher to be used for M3. This should include one draft of Portfolio Sections, Section 2 and Section 3 with feedback from teacher.	<ul style="list-style-type: none"> Independent Research and find own example of something they consider to fit with the theme of "lost youth" e.g newspaper articles, non-fiction, news items, documentary Make a mind map of potential ideas they'd like to explore for their own play. <p>Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance</p>	3
32	C2 - Devising Theatre	<ul style="list-style-type: none"> To interpret Stimuli in a creative way (AO1) To revise key dramatic techniques in preparation for devising own theatre (AO1) Translate research into drama through creativity and understanding of intended effect (AO1) 	<ul style="list-style-type: none"> Teacher to lead inspiring workshops introducing various stimuli for lost youth - "toddlers and tiaras" and "Anne Frank's Diary" Through teacher workshops and introduction of stimuli, students need to use and re-cap the dramatic techniques of, proxemics, levels, puppetry, semiotics, music, lyrics, synchronisation, role-play, hot seating, mark the moment, physical theatre 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log. Students to be put into the devising group for examination – as chosen by the class teacher. Groups should be decided based on class teacher's knowledge of the group and how they work best. Each group should discuss their initial thoughts of what they'd like to create a piece of theatre about: what message do they want to convey to an audience, what themes do they feel strongly about that have arisen 	Formative assessments along the way by class teacher to be used for M3. This should include one draft of Portfolio Sections, Section 2 and Section 3 with feedback from teacher.	<p>Create 2 pages of A4 research on their chosen focus with detailed annotations of how they will turn bits of research into performance.</p> <p>Annotate decisions made and desired performance impact they want to create (feedback/DIRT) (AO1)</p> <p>Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance</p>	2

			through the study of the stimuli?			
Half Term 5	C2 - Devising Theatre	<ul style="list-style-type: none">Translate research into drama through creativity and understanding of intended effect (AO1)To create 3 scene of their own piece of theatre (AO1)To reflect on the process of creating theatre and make accurate notes in their C2 book that will form their devising log. (AO1)To draft Devising Log Section 1 (AO1)	<ul style="list-style-type: none">Students should make decisions about the characters and roles they'll be playing in their devised piece. They should create "role on the wall" for each character they play ensuring they understand how they will use: voice, movement and character objectives to convey their charactersWrite a monologue and explore overlapping dialogue this with their group. This should be incorporated into their devised performance.Explore mark the moment, cross cutting, symbolic movement, puppetry, role-play and other dramatic conventions for use in piece.Write a scene list to clarify the structure of their performance and the narrative. They should ensure this is clear and makes sense.10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log.	Formative assessments along the way by class teacher to be used for M3. This should include one draft of Portfolio Sections, Section 2 and Section 3 with feedback from teacher.	<ul style="list-style-type: none">To draft Devising Log Section 1 (AO1) – Students can be given the bullet points form the specification to help their work but all other assistance must adhere to JCQ Guidelines Section 4 of NEAEach member of the group to be responsible for writing a script for a scene of the performance. This should be then photocopies by the class teacher for the rest of their group <p>Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance</p>	3
34	C2 - Devising Theatre	<ul style="list-style-type: none">To make decisions about atmosphere/ mood and creating desired effect for an audience. (AO3)To collaborate with others and rehearse, refine and amend work in progress. (AO1)To self-assess (AO2) and make further improvements – documenting these improvements in their blue books to form section 2 of the devising log (AO1)	<ul style="list-style-type: none">Students should be given time to rehearse independently to develop their pieceStudents should use the tick list of drama techniques toClass teachers should intervene where students aren't meeting the assessment criteria.Class teachers need to adhere to the limitations of the AQA specification and by the JCQ Guidelines Section 4 of NEAStudents should complete lighting and sound plots to plan any lighting or sound needed and what effect they're trying to create.Students should be given strict timings in lessons and tasks to complete within this time in order to keep them working at a fast pace and to keep them focussed. 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log.	Self-Assessment against AO2 Devising Theatre Mark scheme. Complete DIRT tasks to improve work.	Collate resources for performance: props, costume, LFX/SFX cue sheets. (tick) (AO1)	2
35	C2 - Devising Theatre	<ul style="list-style-type: none">Document effectively the refinement and development process of devising their performance. This will form section 2 of the devising logs. (AO1)To collaborate with others and rehearse, refine and amend work in progress. (AO1)To self-assess (AO2) and make further improvements – documenting these improvements	<ul style="list-style-type: none">Students should be given time to rehearse independently to develop their pieceStudents should use the tick list of drama techniques toClass teachers should intervene where students aren't meeting the assessment criteria.Class teachers need to adhere to the limitations of the AQA specification and by the JCQ Guidelines Section 4 of NEAStudents should complete lighting and sound plots to plan any lighting or sound needed and what effect they're trying to create.Students should be given strict timings in lessons and tasks to complete within this time in order to keep them working at a fast pace and to keep them focussed. 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log.	Assessment 10.8 – Mock performance exam with teacher feedback, WWW/EBI (AO2)	To draft Devising Log Section 2 (AO1) – Students can be given the bullet points form the specification to help their work but all other assistance must adhere to JCQ Guidelines Section 4 of NEA	3

36	C2 - Devising Theatre	<ul style="list-style-type: none"> Document effectively the refinement and development process of devising their performance. This will form section 2 of the devising logs. (AO1) To collaborate with others and rehearse, refine and amend work in progress. (AO1) To evaluate the successful parts of their performance and which ideas they were responsible for as an individual (AO4) 	<ul style="list-style-type: none"> Students should be given time to rehearse independently to develop their piece Students should use the tick list of drama techniques to check the range of skills and inventiveness as per the mark scheme (AO2) Class teachers should intervene where students aren't meeting the assessment criteria. Class teachers need to adhere to the limitations of the AQA specification and by the JCQ Guidelines Section 4 of NEA Students should be given strict timings in lessons and tasks to complete within this time in order to keep them working at a fast pace and to keep them focussed. 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log. 		Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance	2
37	C2 - Devising Theatre	<ul style="list-style-type: none"> To collaborate with others and rehearse, refine and amend work in progress. (AO1) To evaluate the successful parts of their performance and which ideas they were responsible for as an individual (AO4) To evaluate and analyse their own development throughout the devising process, what they contributed and why they were an effective group member to form devising log section 3 (AO4) 	<ul style="list-style-type: none"> Students should be given time to rehearse independently to develop their piece Students should use the tick list of drama techniques to check the range of skills and inventiveness as per the mark scheme (AO2) Class teachers should intervene where students aren't meeting the assessment criteria. Class teachers need to adhere to the limitations of the AQA specification and by the JCQ Guidelines Section 4 of NEA Students should be given strict timings in lessons and tasks to complete within this time in order to keep them working at a fast pace and to keep them focussed. 10 minutes at the end of every lesson should be reserved for students writing in their blue C2 books what they did that lesson – teacher must provide guidance on what to write about that will prepare students for their C2 devising Log. Students will perform their devised piece in exam conditions as per the specification. This will be recorded to be sent to the AQA moderator. Class teachers and HOD should work together to watch all exam pieces and mark all students. (AO2) Teachers should take photographs of the devised performances to help students with their devising logs Teachers should take photographs of each student in costume to form the programme notes for the moderator. 	Assessment 10.9 Actual Component 2 performance - Performance in groups of 3 – 4 based on teacher provided stimuli and developed over a period of 8-9 weeks (AO2)	Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance. To draft Devising Log Section 3 (AO4) – Students can be given the bullet points form the specification to help their work but all other assistance must adhere to JCQ Guidelines Section 4 of NEA	3
38	C2 - Devising Theatre	<ul style="list-style-type: none"> To complete the devising log worth 30% of the qualification To evaluate and analyse their own development throughout the devising process, what they contributed and why they were an effective group member to form devising log section 3 (AO4) 	<ul style="list-style-type: none"> Ensure devising log has been completed in books. Students should be kept for extra sessions to ensure these are finished before leaving for summer aqs they will not remember in the level of detail needed after this. Students need to complete the AQA Component 2 Candidate Record Form that Authenticates their work. This should be completed electronically – class teachers should share the template on the shared drive and students should complete it, save it to their own area on the computer with their name in the document title. These can then be transferred to a USB stick by the class teacher. 		To draft Devising Log Section 3 (AO4) – Students can be given the bullet points form the specification to help their work but all other assistance must adhere to JCQ Guidelines Section 4 of NEA	2

39	C2 - Devising Theatre	<ul style="list-style-type: none">To complete the devising log worth 30% of the qualification	<ul style="list-style-type: none">Ensure devising log has been completed in books.Students should be kept for extra sessions to ensure these are finished before leaving for summer as they will not remember in the level of detail needed after this.Students need to complete the AQA Component 2 Candidate Record Form that Authenticates their work. This should be completed electronically – class teachers should share the template on the shared drive and students should complete it, save it to their own area on the computer with their name in the document title. These can then be transferred to a USB stick by the class teacher.	Assessment 10.10 - Component 2 devised portfolio (AO1/AO4)	Schedule rehearsals during lunch, after school and period 6 sessions to rehearse performance. These sessions should be used to finish the devising log if this remains incomplete at this stage. Class teachers are responsible for monitoring this	2
----	-----------------------------	---	--	--	--	---