

PENSBY HIGH SCHOOL- SCHEME OF LEARNING

Drama Course Overview – Year 9

Brief description of course: Students will be introduced to the skills needed and derived from the new GCSE specification. They will learn how to successfully devise theatre, interpret script practically, infer character and develop creatively, recognise and use subject specific terminology, analyse and evaluate the success of dramatic strategies within a live production the whole of Y9 will watch.

<u>Mixed Fairytales"</u> RHA	<u>Hidden Voices</u>	<u>'Live Theatre Review'</u> LMI
<p>Objectives:</p> <ul style="list-style-type: none"> To understand the dramatic genre of story-telling and the success criteria needed. (AO1) To seamlessly use a wide range of drama techniques, blending naturalism and surrealism (AO1) To execute a range of skills with success and infer vocal and movement meaning from text (AO2) <p>Homework:</p> <ul style="list-style-type: none"> Learn lines for performance task (tick) Write a diary entry from a character in the fairy tale, offering a juxtaposing account of the story. (Literacy) Describe own use of 3 drama techniques, analyse symbolism and evaluate audience effect (feedback/DIRT) <p>Assessment:</p> <ul style="list-style-type: none"> 9.1 Performance in groups using techniques and a wide range of drama skills. (AO2- C2 devised performance mark scheme) Teacher Assessed 9.2 Keep a record of the devising process and explain how your changed and developed sections and why. (AO1 – Section 2 devising log) Teacher Assessed 	<p>Objectives</p> <ul style="list-style-type: none"> To develop and communicate meaning for an audience based on the theme of dementia (AO1) To apply theatrical skills to realise intention in live performance with 4 other schools at the Gladstone Theatre (AO2) 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>Homework</p> <ul style="list-style-type: none"> 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 form specification, keep a log of the process of devising, writing up for HW so lesson time can be maximised. (feedback/DIRT) (AO1) <p>Assessment:</p> <p>9.3 – Performance at the Gladstone Theatre with other schools based on Dementia AO2- C2 devised performance mark scheme Teacher Assessed</p> <p>9.4 –Evaluation of own work and contribution to the devising process and performance. (AO4 – Section 3 devising log) Teacher Assessed</p>	<p>Objectives:</p> <ul style="list-style-type: none"> To learn subject specific performance elements terminology and apply to own work in the correct context (AO3) To hone and develop the key skills of analysing and evaluating live theatre and apply to the writing of GCSE style essay. (AO4) To synthesise knowledge into a group performance using the key terminology and skills learnt. (AO3) <p>Homework:</p> <ul style="list-style-type: none"> Write up notes in neat, (possibly type) after seeing theatre production. (tick) Complete theatre performance elements worksheet. (literacy, spelling of key terms) Complete live review essay (feedback/DIRT) used as baseline for GCSE. <p>Assessment:</p> <p>9.5 - Live review of school trip production - written assessment essay (Section C - AO3/4) Teacher Assessed (feedback/DIRT)</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To collaborate with others to successfully and imaginatively bring a script to life. (AO1) To recognise and evaluate success within your own work and the work of others. (AO4) To articulate in writing how to realise a character practically in response to the play's context and objectives. (AO3) To use and apply a wide range of practical skills to achieve desired performance outcomes (AO2) <p>Homework:</p> <ul style="list-style-type: none"> Analyse and evaluate your performance decisions (feedback/DIRT) Learn lines in preparation for performance (tick) Peer assessment analysis sheet (drama terminology) <p>Assessment:</p> <ul style="list-style-type: none"> 9.6 Section B 6.1 Style question design a costume for the character you are playing in this extract. (AO3) teacher assessed (feedback/DIRT) 9.7 Section B 6.2 style question. Explain how you used your acting skills on the line..... in your assessment performance (AO3) teacher assessed (feedback/DIRT) 9.8 - Practical assessment of group performance of page 10 (staff room scene) (AO2- Component 3) Peer assessed 	<p>Objectives:</p> <ul style="list-style-type: none"> To collaborate with others to successfully and imaginatively bring a script to life. (AO1) To recognise and evaluate success within your own work and the work of others. (AO4) To use and apply a wide range of practical skills to achieve desired performance outcomes (AO2) <p>Homework:</p> <p>Assessment:</p> <p>9.9 End of Year Exam</p> <p>9.10 – Component 3 style group performance (AO2) teacher assessed</p> <p>Teacher assessment: focus on the ability to apply theatrical skills to realise artistic intentions in live performance (AO2) students to DIRT this by reflecting on what they need to do and make improvements</p>	

Drama – Y9 Unit 1 – Summative Information

Year	Unit	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	Number of lessons- 15
9	Mixed Fairytales Section 2 of GCSE Devising theatre assessment.	<ul style="list-style-type: none"> Knowledge of how to approach text and translate into performance realisation 	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"> Independent Enquiry – Analysing different extracts, 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 characterisation, performance intentions and creative use of a range of drama techniques. Reflective Learning – Throughout the process of creating performance, students will reflect on work through a 'logbook' to keep regular track of new drama skills, the effect and their development this unit. This will be assessed against Section 2. 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 development of support and collaboration. Self-Management – Learning lines, attending extracurricular rehearsals. Completing homework tasks, choice element to work and tasks. 	
(Subject) Learning Objectives				Cross Curricular Objectives	
<p>Skills: You can create imaginative characters inspired from fairy tales 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, including language and zooming in on key words for effect, which promotes literacy skills. You can use your own imagination to bring these to life using practical skills. You can articulate your practical work in written format in order to complete Section 2 of your devising logbook and analyse the meaning through theatre terminology.</p> <p>Knowledge: You can understand and use a wide range of different drama techniques with success. You will specifically recap on your vocal and movement skills and understand the correct terminology. You will learn how to effectively capture physical theatre to bring the scene and surroundings to life, soundscape to further enhance physical theatre; stimulate surroundings, and split stage into performances with success. You will create a devised theatre performance, using these techniques in your own creative way, whilst collaborating with your groups.</p> <p>Identifying: You can identify successful characterisation, such as good and evil characters and the effect they have 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 a range of story lines, including a monologue, extracts and script and stage them with success, whilst creating your own devising performance based around these texts for stimuli.</p>				<p>Literacy: developing knowledge/understanding of key words used in Drama, preparing for exam literacy. Lots of work with text and having to explain the effect of language and how this helps to establish character.</p> <p>Numeracy: Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote Numeracy as starting 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. Typing up of final section 2 - 'development and collaboration' from logbook ideas.</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 various fairy tales highlight a contrast between good and bad characters, issues around domestic violence (joker monologue) and other extracts that might touch upon torture and abuse.</p>	
Assessment Criteria / Expectations – including formative and feedback		Resources		Continuity and Progression (link/development of previous learning objectives/units)	
<ul style="list-style-type: none"> 9.1 Performance in groups using techniques and a wide range of drama skills. (AO2) Teacher Assessed 9.2 Keep a record of the devising process and explain how you changed and developed sections and why. (AO1 – Section 2 devising log) Teacher Assessed 		Powerpoint Homework sheets Props/costumes Blue Exercise books		Skills demonstrated will continue to be used/developed in future practical and written work.	

Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 1 , Year 9

Drama – Y9 Unit 2 – Summative Information

Year	Unit	Focus – skills and knowledge development	Learning opportunities	PLTS	lessons
9	Metamorphosis	<ul style="list-style-type: none"> To select performance elements to achieve aims and intentions in performance. (AO1) To collaborate with others to successfully and imaginatively bring a fairytale script to life. (AO1) 	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"> 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 characterisation, performance intentions and creative use of a range of drama techniques. Reflective Learning – Throughout the process of creating performance, students will reflect on work through regular feedback and an evaluation of performance impact and success of this unit. This will be assessed against Section 3 (devising log). 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 year 9. Self-Management – Learning lines, attending extracurricular rehearsals. Complete homework tasks. 	12
(Subject) Learning Objectives				Cross Curricular Objectives	
<p>Skills: You can create imaginative characters from the play Metamorphosis 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 incorporate effective drama skills and select your own 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 and characters of Metamorphosis by Steven Berkoff 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; physical theatre, puppetry, erratic movement, blind man's bluff etc.</p> <p>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; for example making them feel uncomfortable. 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 the play and the writer 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 absurdity of life; the disconnect between mind and body; the limits of sympathy; alienation.</p>	
Assessment Criteria / Expectations – including formative and feedback		Resources		Continuity and Progression (link/development of previous learning objectives/units)	
<ul style="list-style-type: none"> 9.9 Performance of pages 79-81 using surreal techniques and strategies- well executed techniques and contribution to the performance to be assessed. (AO2 devised performance)- Peer assessed 9.10 Evaluation of performance impact and success. (AO4 Devising log)- Teacher assessed 		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.	

Week by Week SCHEME OF WORK & ASSESSMENT for Drama – Unit 2, Year 9

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
Number of lessons: 12	Metamorphosis	Investigative skills from English and Drama exploring character and plot to form own opinions and make predictions as to outcome and conclusions,	<ul style="list-style-type: none"> ● To select performance elements to achieve aims and intentions in performance. (AO1) ● To collaborate with others to successfully and imaginatively bring a fairytale script to life. (AO1) 	<p>Lesson 1- All of you will be highly focused in your work and introduced to the play “Metamorphosis” by Steven Berkoff and its key characters. Most of you will use your characterisation skills effectively to become these characters. Some of you will be highly creative in group tasks and contribute ideas.</p> <p>Lesson 2- ALL of you will work in groups to metamorph from one thing to another. MOST of you will work to a high level in groups to bring the opening scene to life using narration and stylised movement. SOME of you will successfully link together the opening scene of metamorphosis and your family scene.</p> <p>Lesson 3- All of you will work in groups of four to show how Gregor’s family place so many demands on him. Most of you will be able to show Gregor getting increasingly tired through your characterisation skills. Some of you will include physical theatre in your performance.</p> <p>Lesson 4- All of you will explore the themes and issues of the play. Most of you will understand what the ideas in the play represent. Some of you will think of highly creative ideas, showing how Gregor can be represented in modern day society.</p> <p>Lesson 5- All of you will be introduced to puppetry skills. Most of you will work successful in partners to create highly focused puppetry scenes. Some of you will think of highly creative ideas, creating a credible puppetry scene.</p> <p>Lesson 6- All of you will use your stylised skills to create a new piece of theatre. Most of you will develop your puppetry skills through the characters of Mr Samsa and Gregor. Some of you will think of highly creative ideas, showing how Mr Samsa controls Gregor, like a puppet.</p> <p>Lesson 7- All of you will work as a group to present stylised movement skills you’ve learnt to create atmosphere and impact. Most of you will use stylised movement to display how your character feels. Some of you will select your own drama techniques and use them highly effectively to make the audience feel uncomfortable.</p> <p>Lesson 8- 10 All of you will work as a group to present the stylised movement skills you’ve learnt for assessment. Most of you will use stylised movement to display how your character feels. Some of you will select your own drama techniques and use them highly effectively.</p> <p>Lesson 11-12 Evaluation of performance and success plan and final write up.</p>	<p>9.9 Performance of pages 79-81 using surreal techniques and strategies- well executed techniques and contribution to the performance to be assessed. (AO2 devised performance)- Peer assessed</p> <p>9.10 Evaluation of performance impact and success. (AO4 Devising log)- Teacher assessed</p>	All resources shared on Google Drive and in hard copy folder in English office	<p>Homework 1- Complete the homework sheet to explain and analyse what you did in your still image.</p> <p>Homework 2- Research the writer of Metamorphosis Franz Kafka.</p> <p>Homework3- Complete worksheet on drama techniques.</p>

Drama – Y9 Unit 3 – Summative Information – Reviewed and revised by LMI 06/2018

Unit	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	No. lessons
9 6 - Live Theatre Evaluation	<ul style="list-style-type: none"> To attend an inspiring live theatre production that engages and motivates 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 therefore 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 related 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>	<p>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.</p> <p>Creative Thinking – Creation and deduction of character, decisions of how performance elements symbolise character.</p> <p>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.</p> <p>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 development of support and collaboration. Working as a team to make notes on specific performance elements to be shared with the rest of the class.</p> <p>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)</p>	16
(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 left, 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>				
Assessment Criteria / Expectations – including formative and feedback 9.11 - Live review of school trip production - written assessment essay (Section C - AO3/4) Teacher Assessed (feedback/DIRT)		Resources Powerpoint Homework sheets Purple Exercise books – component 1	Continuity and Progression (link/development of previous learning objectives/units) 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 3, Year 9

Date	Subject content	Knowledge base – link to previous learning	Skills in focus	Suggested Activities	Assessment:	Resources:	Homework
Half term 3 Week 16	Component 1 Section C – Live Theatre Evaluation	<ul style="list-style-type: none"> Students have been developing these skills throughout the course, they have experience of describing, analysing and evaluating through KS3 and KS4. Y9 Units 1/2 – analysis, description. English skills: deduce, analyse, infer, synthesis, evaluate, personal response, alternative perspective, director & writer's intentions. 	<ul style="list-style-type: none"> To attend an inspiring live theatre production that engages and motivates pupils and helps them offer creative and critical analysis and evaluation. (AO3/AO4) Develop students' written analysis skills (AO3) Develop students' written evaluation skills (AO4) Develop student' knowledge and use of subject specific terminology. (AO3) 	<ul style="list-style-type: none"> Visit a live theatre production. Students split into teams and allocated an area of focus from the following: Acting, sound, lighting, costume, set. The teams should be mixed ability. When watching the production, students will only concentrate on their specialism, making notes that describe, analyse and evaluate the use of this. Students will type up their notes on the sheets provided focusing on 3 key moments. 	<ul style="list-style-type: none"> Class teacher to circulate whilst students are typing up notes to ensure students are including the correct level of detail, subject terminology, analyse and evaluation. Verbal feedback to be given Peer assessment used to check students' work is clear and detailed enough to be understood by another person. 	All resources shared on Google Drive and in hard copy folder in English office. Hardcopy of Drama handbook given to each member of staff.	Type up notes made during the live production and organise them into key moments to prepare for exam practise.
Week 17	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 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,	KS3 subject terminology English skills: deduce, analyse, infer, synthesis, evaluate, personal response, alternative perspective, director & writer's intentions.	<ul style="list-style-type: none"> Develop student' knowledge and use of subject specific terminology for acting and lighting. (AO3) Develop students' written analysis skills (AO3) Develop students' written evaluation skills (AO4) 	<p>Lighting Knowledge based lesson on performance element of lighting. Conduct own research and learn subject knowledge and subject terminology outlined in cover sheet:</p> <ul style="list-style-type: none"> 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) <p>Acting</p> <ul style="list-style-type: none"> Recap of acting subject terminology outlined on cover sheet and elements to be aware and to make notes on. Terminology bingo game to revise acting terminology Other quick and fun revision tasks analysing and evaluating meaning and impact of acting decisions. 	<ul style="list-style-type: none"> Class teacher to look at book and work to clarify any misunderstandings. Verbal feedback on paragraphs written using writing frames – students should respond using purple pen to improve work. 	All resources shared on Google Drive and in hard copy folder in English office. Hardcopy of Drama handbook given to each member of staff.	Annotate production pictures of chosen key moments with description, analysis, evaluation of given production values. Complete a SAMs question from Section C, broken down in smaller chunks for acting and lighting

Week 18	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.	KS3 subject terminology		<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Establishing of costume key terminology and the creation of a word bank in their books to revise from. 	<ul style="list-style-type: none"> Class teacher to look at book and work to clarify any misunderstandings. 	All resources shared on Google Drive and in hard copy folder in English office.	Design a costume for a character from Of mice and Men. Annotate with accurate subject terminology and justification of your decision, what does the costume symbolise about the character and what do you want the audience to think.
Week 19	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, reverberation, echo, volume/amplification, fades, Soundscapes, Silence/lack of sound, Onomatopoeia	KS3 subject terminology		<ul style="list-style-type: none"> 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) 	<p>Sound</p> <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. 	<p>9.11 - Live review of school trip production - written assessment essay (Section C - AO3/4) Teacher Assessed (feedback/DIRT)</p>	All resources shared on Google Drive and in hard copy folder in English office.	2. Complete a SAMs question from Section C, broken down in smaller chunks over a period of time, accumulating to a good answer.
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.				<ul style="list-style-type: none"> Develop student' knowledge and use of subject specific terminology for sound and set. (AO3) 	<p>Set</p> <ul style="list-style-type: none"> 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 	<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. 		Teacher assessed (feedback/DIRT)
Resources and general notes – Purple exercise books – Component 1:Understanding Drama It is important that all of this SOL is covered as it teaches vital subject terminology needed for the GCSE exam. However, the order that the SOL is taught in will depend on when the visit to the live production takes place.				<ul style="list-style-type: none"> Develop students' written analysis skills (AO3) 	<ul style="list-style-type: none"> 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. 			

Resources and general notes – Purple exercise books – Component 1:Understanding Drama

It is important that all of this SOL is covered as it teaches vital subject terminology needed for the GCSE exam. However, the order that the SOL is taught in will depend on when the visit to the live production takes place. The visit should take place in this half term giving 6 weeks flexibility. The subject content can be taught prior to the visit.

Drama – Y9 Unit 4-5 – Summative Information – Revised and Reviewed 21/06/2019 LMI

Yea	Uni	Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	Lessons
9	“Teechers”	<ul style="list-style-type: none"> To collaborate with others to successfully and imaginatively bring a script to life. (AO1) To recognise and evaluate success within your own work and the work of others. (AO4) To articulate in writing how to realise a character practically in response to the play's context and objectives. (AO3) To use and apply a wide range of practical skills to achieve desired performance outcomes (AO2) 	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 development 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. 	30

(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 Teechers by Jon Godber and be able to articulate this in both practical and written form. You can understand a variety of 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 starting 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 northern England in the late 1970s. It raises important issues of education, equality, opportunity, political austerity .</p>	

Assessment Criteria / Expectations – including formative and feedback	Resources	Continuity and Progression (link/development of previous learning objectives/units)
<ul style="list-style-type: none"> 9.1 Section B 6.1 Style question design a costume for the character you are playing in this extract. (AO3) teacher assessed (feedback/DIRT) 9.2 Section B 6.2 style question. Explain how you used your acting skills on the line..... in your assessment performance (AO3) teacher assessed (feedback/DIRT) 9.3 - Practical assessment of group performance of page 10 (staff room scene) (AO2) Peer assessed 9.4- Section B, 6.4 style question mock exam question of page 17. (AO3) Self-assessed (AO3) Teacher Assessed (feedback/DIRT) 	PowerPoint Homework sheets Props/costumes Exercise books	Skills demonstrated will continue to be used/developed in future practical and written work. Written work develops in stages along the GCSE criteria throughout Y7 and 8, students have been introduced to AO3 and AO4. Students will begin to answer questions responding to the play in the style of the written exam questions.

Week by Week SCHEME OF WORK & ASSESSMENT for Drama– Unit 4-5, Year 9

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:	Homework
Number of lessons: 30	"Teechers" by John Godber Play. Section B of GCSE written exam C1 is based on study of a set text.	Knowledge of how to approach text and translate into performance realisation	<ul style="list-style-type: none"> To collaborate with others to successfully and imaginatively bring a script to life. (AO1) To recognise and evaluate success within your own work and the work of others. (AO4) To articulate in writing how to realise a character practically in response to the play's context and objectives. (AO3) To use and apply a wide range of practical skills to achieve desired performance outcomes (AO2) 	<ul style="list-style-type: none"> Plan 2 practical lessons to help the students learn key information about the context of the play. Page 1-2 Analyse the use of language, what it conveys about the characters and what effect it creates for the audience. Analyse how language is appropriate to the play's context. Page 1-2 using Stanislavski's given circumstances, infer and deduce information about character. Stanislavki's units and objectives to teach page 4, Mrs Parry, Mr Basford and Mr Nixon; students should focus on conveying the character's objectives through their voice and movement skills Page8-9 Peter Saxon speech (teacher to remove bad language). Use a range of vocal skills and apply them to the text to show emotion. Work with a partner to deliver half the speech each ensuring you both use the same voice and movement to convey it's the same character. Learn the technique of multi role and how to multi role successfully using a variety of skills through teacher led workshops. Apply multirole skills to page 3 of the text, fast page changes in movement and pace to convey different characters with a focus on contrast Page 10 (staff room scene) excellent performance independently applying AO2 voice and movement skills. Conduct independent research into the play's context. This should include: social economic status of the North of England in 1980, social norms, political context and the effects for Thatcher's government on education, opportunities for young people and working class people and cities in the North; historical context, Create a PowerPoint in pairs to teach the rest of the class key information about the play including plot, characters, context. Page 17 – (conversation between Nixon and Basford about the contrast between state and private education). AO2 staging of this scene in partners focussing on the play's key themes of contrast, social class, Education and power. Page 17 – Students must annotate the script with voice and movement decisions and what they convey. Page 17 - Section B, 6.4 style question mock exam question of page 17. (AO3)Self-assessed (AO3) Teacher Assessed (feedback/DIRT) 	<ul style="list-style-type: none"> 9.1 Section B 6.1 Style question design a costume for the character you are playing in this extract. (AO3) teacher assessed (feedback/DIRT) 9.2 Section B 6.2 style question. Explain how you used your acting skills on the line..... in your assessment performance (AO3) teacher assessed (feedback/DIRT) 9.3 - Practical assessment of group performance of page 10 (staff room scene) (AO2) Peer assessed 9.4- Section B, 6.4 style question mock exam question of page 17. (AO3) Self-assessed (AO3) Teacher Assessed (feedback/DIRT) 	All resources shared on Google Drive and in hard copy folder in English office and department handbooks give to teaching staff.	<ul style="list-style-type: none"> Learn lines & bring in props/costumes for character. (tick) Annotate your script with voice and movement decisions. Written analysis of character and evaluation of outcome. (Feedback/DIRT) "Text message" homework explaining how to use AO2 skills to play a character and the desired effect (AO3) 9.1 Section B 6.1 Style question design a costume for the character you are playing in this extract. (AO3) teacher assessed (feedback/DIRT) Research the social, historical and political context that the play was written in. Annotate your contextual research with how this has been included in Godber's play.

Drama – Y9 Unit 6 – Summative Information Revised and Reviewed 21/06/2019 ESI

		Focus – skills and knowledge development	Curriculum, learning opportunities	PLTS	Lesson
9	Our Day Out	<ul style="list-style-type: none"> 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 recognise and evaluate success within your own work and the work of others. (AO4) 	<p>Students will translate text into practical performance.</p> <p>Students will draw on their understanding of a range of dramatic techniques in order to apply these.</p> <p>Students will their ability to:</p> <ul style="list-style-type: none"> interpret texts create and communicate meaning realise artistic intention in text-based drama. 	<ul style="list-style-type: none"> Independent Enquiry – research the text (plot, characters, context etc.), Use own interpretation of key events and characters to develop their performance. Independent homework completing given circumstances questions in order to develop characterisation. 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 with time to develop performances from feedback. Teamwork – Working in smaller groups within a large class. Effective teamwork and communication needed, sometimes whole class work will be needed as audience members. Self-Management – Learning lines, attending extracurricular rehearsals. Completing homework tasks. 	14

(Subject) Learning Objectives

Skills: Creating imaginative characters and applying a range of theatre techniques to realise them in performance. Working collaboratively in a group, **listening** to others' ideas and learning to **compromise** to promote cohesion. Communication skills. Leadership skills and understanding when to take control and how to facilitate effective discussion, allowing for greater development of work. Selecting appropriate **technical skills** for the task. Infer and **deduce** character from information and use own **imagination** to bring these to life using practical skills. Learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances; develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance; develop a range of vocal skills and techniques eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking; develop a range of physical skills and techniques eg 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; develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance

Knowledge: You can understand and use a wide range of different drama techniques with success. You will understand the themes, context, plot, characters of Our Day Out and be able to articulate this through your practical performance. You can understand a variety of 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.

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 success and room for improvement in others' work and therefore complete effect peer assessment. You can identify success and room for improvement in your own work and apply this when rehearsing.

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 practically.

Cross Curricular Objectives

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.

Numeracy: Ability to time sessions and self-manage rehearsals. Varied groupings and games that promote numeracy as started activities.

Thinking Skills: knowledge, comprehension, application, analysis and evaluation, problem solving, compromise, listening, proving tactful feedback.

ICT: can be used for extended homework tasks and research into the play

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,

SMSC: The story the conditions and lack of opportunities for those living in poor areas of Liverpool in the late 1970s. It raises important issues of education, equality, opportunity, political austerity, and social exclusion.

Assessment Criteria / Expectations – including formative and feedback		Resources	Continuity and Progression
<ul style="list-style-type: none"> Peer and self-assessment of performance (AO2) 9.10 Teacher assessment: focus on the ability to apply theatrical skills to realise artistic intentions in live performance (AO2). 		PowerPoint Homework sheets Props/costumes Exercise books	Skills demonstrated will continue to be used/developed in future practical and written work. Students will have greater understanding of the context of Blood Brothers as part of their studies for the written exam in Y10 and 11 Skills applied with by necessary for the Texts in Practice element of the course in Y11.

'Metamorphosis'

Date	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:	Homework
Week 33-39 Number of lessons: 14 Unit: 6	"Our Day Out" by Willy Russell Texts in Practice – permitting a scripted piece	Knowledge of how to approach text and translate into performance realisation	<ul style="list-style-type: none"> To collaborate with others to successfully and imaginatively bring a script to life. (AO1) To recognise and evaluate success within your own work and the work of others. (AO4) To use and apply a wide range of practical skills to achieve desired performance outcomes (AO2) 	<ul style="list-style-type: none"> Week 1-2: explore the context, key characters and plot. Develop this understanding using a range of practical tasks. Week 3-7: Students will be given scenes from one half of the play "Our Day Out" (this will be divided between the two Y9 drama classes). Throughout this half term, students will be working together to use their understanding of the plot, context and characters to develop their performance intentions and use a range of dramatic skills to realise these. Starter activities will be used to enhance students' knowledge of dramatic skills and ability to apply these. Students will be performing their scenes in the showcase. 	<ul style="list-style-type: none"> Peer and self-assessment of performance (AO2) students to DIRT this by reflecting on what they need to do and make improvements. 9.10 Teacher assessment: focus on the ability to apply theatrical skills to realise artistic intentions in live performance (AO2) students to DIRT this by reflecting on what they need to do and make improvements. 	All resources shared on Google Drive and in hard copy folder in English office and department handbooks given to teaching staff.	<ul style="list-style-type: none"> Complete questions on 'Given Circumstances' in order to develop characterisation. Learn lines. Bring costume/props.
							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.

RHA

Objectives:

- To understand stylised theatre and that theatre is not always naturalistic. **(AO1)**
- To develop appropriate recreation of abstract forms and understand surrealism. **(AO3)**
- To understand symbolism and interpret writer's intentions through language. **(AO2)**

Homework:

- Learn lines for performance task (**tick**)
- Summarise plot and explain own interpretations of key characters and themes (**Literacy**)
- Plan a makeup design to use in class with detailed analysis character meaning and audience impact (**feedback/DIRT**)
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Assessment:

- 9.3 - Performance of pages 79-81 using surreal techniques and strategies – well executed techniques and contribution to the performance to be assessed **(AO2 devised performance)** **Peer assessed**
- 9.4 Evaluation of performance impact and success. **(AO4 – Devising Log)** **Teacher Assessed (feedback/DIRT)**