

**Drama Term One**

<b>Term: 1</b> <b>Year: 7</b> <b>Subject: Drama</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Introduction to Drama.</p> <ul style="list-style-type: none"> <li>To understand the expectations for all Drama lessons using The 6Cs in Drama: control, communication, commitment, confidence, cooperation and concentration.</li> <li>To practically explore the use of physical skills (facial expression, body language, movement, levels and space) and experiment with vocal skills (pace, pitch, tone, volume, projection, accent/dialect, clarity and diction).</li> <li>To implement these skills through characterisation (based on The Seven Deadly Sins) and through performance in a given scenario (stuck in a lift) using basic devising techniques such as mapping.</li> <li>Perform independently within a group.</li> </ul>	<ul style="list-style-type: none"> <li>Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based).</li> <li>DB can deliver the power-points live or narrate them. Lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>Student workbooks available to work through.</li> </ul>	<ul style="list-style-type: none"> <li>Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based).</li> <li>DB can deliver the power-points live or narrate them. Lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> </ul>	<ul style="list-style-type: none"> <li>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process'</li> <li>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching written tasks to complete alongside Seven Deadly Sins Scheme of Work.</li> <li>Students can submit work via email/MS TEAMS if able to upload/post.</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>Written recall based on The 6Cs in Drama, physical and vocal skills. Performance Recall: memorising lines correctly, on cue.</li> <li>Assessed performance of The Seven Deadly Sins Stuck in a Lift (peer and teacher assessment).</li> <li>When in lockdown more frequent recall quizzes will be set to check understanding.</li> <li><b>Depth Assessment:</b> Assessed performance of The Seven Deadly Sins Stuck in a Lift (peer and teacher assessment).</li> </ul> <p><b>Skills being assessed – CREATING and PERFORMING:</b> Ability to cooperate successfully in a group. When guided by the teacher.</p> <p>Ability to apply physical and vocal skills in performance to create and effective character.</p>

Drama Term One

<p>ALTERNATIVE CLASSROOM/HOME BASED LEARNING: <b>Haunted Mansion</b></p> <p>This scheme of work explores the genre of horror (Haunted Mansion) over a series of 8 classroom-based lessons including a final practical assessment.</p> <p>Lessons have been planned so students can participate at home. Includes Power-Points, a student booklet where students can complete all of the tasks</p>				<p>A final end of unit teacher marking sheet which can be found at the end of the student booklet.</p>
---	--	--	--	--

**Drama Term One**

<b>Term: 1</b> <b>Year: 8</b> <b>Subject: Drama</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>The Bullies – catch-up</b></p> <ul style="list-style-type: none"> <li>• Scheme partially taught prior to lockdown.</li> <li>• Script-work – focus on group work and memorising lines and cues for performances (a skill needed for Year 8 onwards)</li> <li>• Adding movement to support learning of lines and making a scene more dynamic.</li> <li>• Using costume and props to form a group identity</li> <li>• Focus on physical and vocal skills in performance.</li> <li>• Using diegetic and non-diegetic sounds to create location and atmosphere.</li> </ul> <p>Text: The Bullies Script</p> <p>Texts previously covered: Poems: Back in the Playground Blues and Four O’Clock Friday.</p>	<ul style="list-style-type: none"> <li>• Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based).</li> <li>• DB can deliver the power-points live or narrate them. Lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• Student workbooks available to work through.</li> </ul>	<ul style="list-style-type: none"> <li>• Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based).</li> <li>• DB can deliver the power-points live or narrate them. Lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> </ul>	<ul style="list-style-type: none"> <li>• 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the ‘individual self-isolating process’</li> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching written tasks to complete alongside Seven Deadly Sins Scheme of Work.</li> <li>• Students can submit work via email/MS TEAMS if able to upload/post.</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>• Written recall based on The 6Cs in Drama, physical and vocal skills.</li> <li>• Performance Recall: memorising lines correctly, on cue.</li> <li>• Assessed performance of The Bullies (peer and teacher assessment).</li> <li>• When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b> Assessed performance of The Bullies (peer and teacher assessment).</p> <p><b>Skills being assessed – CREATING and PERFORMING:</b></p> <ul style="list-style-type: none"> <li>👉 Ability to cooperate successfully in a group. When guided by the teacher.</li> </ul> <p>Ability to apply physical and vocal skills in performance to create and effective character.</p>

Drama Term One

<p>ALTERNATIVE CLASSROOM/HOME BASED LEARNING:</p> <p>Pantomime Explores Pantomime over a series of 7 classroom based lessons and a final written assessment.</p>				<p>A written assessment has been included at the end of the student workbook. Student should be given one hour to complete this – there is not a PowerPoint to support this. A teacher’s marking sheet has been included behind the written assessment in the booklet. Teachers can highlight the relevant criteria that students have achieved and highlight 1 or 2 what went well comments and even better if comments. The levels have been created in light of GCSE and BTEC assessment criteria.</p>
--	--	--	--	---

Drama Term One

<b>Term: 1</b> <b>Year: 9</b> <b>Subject: Drama</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><b>Various scenes form Forty Short Plays – catch-up</b></p> <ul style="list-style-type: none"> <li>• Scheme partially taught prior to lockdown.</li> <li>• Script-work/stage directions– focus on bringing a generic script alive from the page to the stage: creating an innovative interpretation of generic A &amp; B scripts. Making decisions on context, setting, characterisation and technical elements, independently.</li> <li>• Adding appropriate movement to support learning of lines and making a scene more dynamic.</li> <li>• Using costume and props to form a group identity</li> <li>• Focus on physical and vocal skills in performance.</li> <li>• Using diegetic and non-diegetic sounds to create location and atmosphere.</li> <li>• Writing stage directions appropriately.</li> </ul> <p>Text: Chosen from “Forty Short Plays” by Anne Cartwright (mixed group sixes 2,3 or 4)</p>	<ul style="list-style-type: none"> <li>• Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based).</li> <li>• DB can deliver the power-points live or narrate them. Lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• Student workbooks available to work through.</li> </ul>	<ul style="list-style-type: none"> <li>• Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based).</li> <li>• DB can deliver the power-points live or narrate them. Lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> </ul>	<ul style="list-style-type: none"> <li>• 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the ‘individual self-isolating process’</li> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Weekly Live TEAMS KS3 clinic slot.</li> <li>• Planning for technical elements tasks re set design, costumes design, sound planning, props planning and adding in stage directions (emulation professional industry).</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>• Performance Recall: memorising lines correctly, on cue.</li> <li>• Assessed performance of their chosen scene (peer and teacher assessment).</li> <li>• When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b> Assessed performance of their scene from Forty Short (peer and teacher assessment).</p> <p><b>Skills being assessed – CREATING and PERFORMING:</b></p> <ul style="list-style-type: none"> <li>☞ Ability to cooperate successfully in a group and organise themselves independently</li> </ul>

## Teaching & Learning: Remote Learning Contingency Plan 2020-21



### Drama Term One

<p>ALTERNATIVE CLASSROOM/HOME BASED LEARNING:</p> <p>Soap Operas 7 lessons (Power-points) including a final practical assessment.</p>				<p>A written assessment has been included at the end of the student workbook. Student should be given one hour to complete this – there is not a PowerPoint to support this.</p> <p>A teacher's marking sheet has been included behind the written assessment in the booklet.</p> <p>The levels have been created in light of BTEC assessment criteria.</p>
---	--	--	--	---

Drama Term One

<b>Term: 1</b> <b>Year: 10</b> <b>Subject: Drama</b>				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<ul style="list-style-type: none"> <li>Introduction to BTEC Course.</li> </ul> <p>A baselines assessment introductory scheme based on the theme of “lockdown”.</p> <p>Respond appropriately to three give3n stimuli as a starting point for devising a monologue centred performance.</p> <p>Student will have freedom to devise the work whilst DB will facilitate and offer support through observation and verbal feedback.</p> <ul style="list-style-type: none"> <li>Introduction to Stanislavski</li> </ul> <p><b>Key Skills Assessment</b>  <b>Establish prior knowledge and attainment in requirement of NEA.</b></p>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>Remote learning booklet on theatre practitioner Constantin Stanislavski. Supported with Power-points to aid practical tasks (individual) to understand key concepts and workshop activities from “An Actor Prepares”.</li> </ul> <p><b>Undertake Key Skills Assessment</b></p> <ul style="list-style-type: none"> <li><b>Establish prior knowledge and attainment in</b></li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>Remote learning booklet on theatre practitioner Constantin Stanislavski.</li> </ul> <p>Undertake Key Skills Assessment</p> <ul style="list-style-type: none"> <li>Establish prior knowledge and attainment in requirement of NEA.</li> </ul>	<ul style="list-style-type: none"> <li>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the ‘individual self-isolating process’</li> <li>Class teacher puts bespoke work on MS TEAMS and provides a weekly overview, in line with what school-attending students decide as part of their devising process.</li> <li>Remote learning booklet on theatre practitioner Constantin Stanislavski</li> </ul> <p>Undertake Key Skills Assessment</p> <ul style="list-style-type: none"> <li>Establish prior knowledge and attainment in requirement of NEA.</li> </ul>	<p><b>Practical baseline assessment:</b> on Performance skills (Pass, Merit, Distinction)</p> <p><b>Written baseline assessment:</b> Reflection of creativity process.</p> <p>Completion of Remote learning booklet and recording/photos of student undertaking workshop tasks</p> <p><b>Initial Key skills Assessment #1</b> (first instalment of total of 3 to be completed in Term One) based on drama techniques.</p>

Teaching & Learning: Remote Learning Contingency Plan 2020-21



Drama Term One

	requirement of NEA.			
--	------------------------	--	--	--