

<b>Term: 2</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>Toyshop</p> <ul style="list-style-type: none"> <li>To implement the skills and group work approach to devised an script work independently 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 toymaker/thief/toys and through performance in a given scenario (script) 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>

<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>
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Term: 2 Year: 8 Subject: Drama				
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>Alternative Fairy Tales</b></p> <p>Students will create their own alternative performance of a well-known fairy tale, incorporating storytelling and scriptwriting in the process. <b>Opportunity to use technical/production elements in performance work as per BTEC.</b></p> <p>In small groups they will adapt one fairy tale and modernise it, ready for a performance. Students will work independently in groups with responsibility for different areas of theatrical expertise.</p> <p>Students will perform their scripts to an audience of their peers for assessment. Students will evaluate their own and others success both verbally and in the written form.</p> <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>	<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 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> <li>Ability to apply physical and vocal skills in performance to create and effective character.</li> </ul>

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

				<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>
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<b>Term: 2</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
<b>Blood Brothers</b> <ul style="list-style-type: none"> <li>• Basic introduction to Bertolt Brecht’s Epic Theatre techniques.</li> <li>• Script-work/stage directions– focus on bringing a generic script alive from the page to the stage: creating an innovative interpretation of scene where Mickey and Edward meet for the first time.. Making decisions on context, setting, characterisation and technical elements, independently. Incorporate Brechtian Techniques into performance work.</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>• Adding techniques and stage directions appropriately.</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 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>

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<p>Text: Chosen from "Blood Brothers" by Willy Russell (mixed group sizes 2,3)</p> <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>
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<b>Term: 2</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 Stanislavski</li> <li>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>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 requirement of NEA.</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>

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