

Drama - Term 3

Term: 3 Year: 7 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>Completion of Toyshop performance assessments in first two weeks of Term, The Bullies/Anti-bullying awareness</p> <ul style="list-style-type: none"> • Introduction to anti-bullying; responding to different stimuli using performance poetry. • Script-work – focus on group work and memorising lines and cues for performances (a skill needed for Year 8 onwards) • Adding movement to support learning of lines and making a scene more dynamic. • Using costume and props to form a group identity • Focus on physical and vocal skills in performance. • Using diegetic and non-diegetic sounds to create location and atmosphere. <p>Text: The Bullies Script Poems: Back in the Playground Blues and Four O’Clock Friday.</p>	<ul style="list-style-type: none"> • Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based). • 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). • Student workbooks available to work through. 	<ul style="list-style-type: none"> • Given restrictions of group work, move to a separate scheme of work: The Haunted Mansion (power-point and written work based). • 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). 	<ul style="list-style-type: none"> • 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’ • 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. • Students can submit work via email/MS TEAMS if able to upload/post. 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> • Written recall based on previous knowledge of physical and vocal skills. • Performance Recall: memorising lines correctly, on cue. • When in lockdown more frequent recall quizzes will be set to check understanding. • Depth Assessment: Assessed performance of The Bullies (peer and teacher assessment). <p>Skills being assessed – CREATING and PERFORMING: 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 3

<p>ALTERNATIVE CLASSROOM/HOME BASED LEARNING: Haunted Mansion</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 3

Term: 3 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>Completion of Performance assessment of Alternative Fairy Tales in first two weeks of term.</p> <p>Various scenes from Forty Short Plays – catch-up</p> <ul style="list-style-type: none"> • Scheme partially taught prior to lockdown. • Script-work/stage directions– focus on bringing a generic script alive from the page to the stage: creating an innovative interpretation of generic A & B scripts. Making decisions on context, setting, characterisation and technical elements, independently. • Adding appropriate movement to support learning of lines and making a scene more dynamic. • Using costume and props to form a group identity • Focus on physical and vocal skills in performance. • Using diegetic and non-diegetic sounds to create location and atmosphere. • Writing stage directions appropriately. 	<ul style="list-style-type: none"> • Given restrictions of group work, move to a separate scheme of work: Pantomime (power-point and written work based). • 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). • Student workbooks available to work through. 	<ul style="list-style-type: none"> • Given restrictions of group work, move to a separate scheme of work: Pantomime (power-point and written work based). • 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). 	<ul style="list-style-type: none"> • 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’ • 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. • Students can submit work via email/MS TEAMS if able to upload/post. 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> • Performance Recall: memorising lines correctly, on cue. • Assessed performance of their chosen scene (peer and teacher assessment). • When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment: Assessed performance of their scene from Forty Short (peer and teacher assessment).</p> <p>Skills being assessed – CREATING and PERFORMING:</p> <ul style="list-style-type: none"> 👉 Ability to cooperate successfully in a group and organise themselves independently

Teaching & Learning: Remote Learning Contingency Plan 2020-21



Drama - Term 3

<p>Text: Chosen from "Forty Short Plays" by Anne Cartwright (mixed group sizes 2,3 or 4)</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>				
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Drama - Term 3

Term: 3 Year: 9 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>Completion of Performance Presentation for assessment in first two weeks of January.</p> <p>DNA – Studying a complete playtext</p> <ul style="list-style-type: none"> • Basic introduction to Konstantin Stanislavski Naturalistic Theatre techniques. • Script-work/stage directions– focus on bringing a generic script alive from the page to the stage: creating an innovative interpretation of allocated scenes. Making decisions on context, setting, characterisation and technical elements, independently. Incorporate Stanislavskian Techniques into performance work. • Adding appropriate movement to support learning of lines and making a scene more dynamic. • Using costume and props to form a group identity • Focus on physical and vocal skills in performance. • Using diegetic and non-diegetic sounds to create location and atmosphere. 	<ul style="list-style-type: none"> • Given restrictions of group work, move to a separate scheme of work: Soap Opera (power-point and written work based). • 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). • Student workbooks available to work through. 	<ul style="list-style-type: none"> • Given restrictions of group work, move to a separate scheme of work: Soap Opera (power-point and written work based). • 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). 	<ul style="list-style-type: none"> • 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’ • Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. • Weekly Live TEAMS KS3 clinic slot. • Planning for technical elements tasks re set design, costumes design, sound planning, props planning and adding in stage directions (emulation professional industry). 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> • Performance Recall: memorising lines correctly, on cue. • Assessed performance of their chosen scene including an explanation/presentation of how they planned to use Brechtian techniques (peer and teacher assessment). • When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment: Assessed performance of their scene from DNA. Short (peer and teacher assessment).</p> <p>Skills being assessed – CREATING and PERFORMING:</p> <ul style="list-style-type: none"> ☞ Ability to cooperate successfully in a group and organise themselves independently

Teaching & Learning: Remote Learning Contingency Plan 2020-21

Drama - Term 3

<ul style="list-style-type: none">• Adding techniques and stage directions appropriately. <p>Text: Chosen from "DNA" by Dennis Kelly (mixed group sizes 2- 6)</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>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Drama - Term 3

Term: 3 Year: 10 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>Animal Farm - Component 1 Learning Aims A & B(using Brechtian Techniques) research and practical exploration.</p> <ul style="list-style-type: none"> Recap on Brechtian techniques – identifying features of Epic Theatre Read whole play text. Link to repertoire Themes and content. Staging design Performance Purpose Roles and responsibilities. <p>Play text: Animal Farm</p> <p>Key Skills Assessment Establish prior knowledge and attainment in requirement of NEA.</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Remote learning booklet on theatre practitioner Bertolt Brecht Supported with Power-points to aid practical tasks (individual) to understand key concepts and workshop activities from “An Actor Prepares”. <p>Ongoing Key Skills Assessment</p> <ul style="list-style-type: none"> Reflect on knowledge and attainment in 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Remote learning booklet on theatre practitioner Bertolt . <p>Ongoing Key Skills Assessment</p> <ul style="list-style-type: none"> Reflect on knowledge and attainment in requirement of NEA. 	<ul style="list-style-type: none"> 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’ 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. Remote learning booklet on theatre practitioner Bertolt Brecht <p>Ongoing Key Skills Assessment</p> <ul style="list-style-type: none"> Reflect on knowledge and attainment in requirement of NEA. 	<p>Practical baseline assessment: Learning Aim B Practical - on Performance skills (Pass, Merit, Distinction)</p> <p>Written baseline assessment: Learning Aim A Research (Pass Meriti Distinction)</p> <p>Completion of Remote learning booklet and recording/photos of student undertaking workshop tasks</p>

Teaching & Learning: Remote Learning Contingency Plan 2020-21



Drama - Term 3

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