

# REMOTE LEARNING MODULE

Subject: Drama

Author: CWR

Created: 12/07/20

Updated:



Subject:	Drama	Teacher (if applicable):	Chelsea Wright
Year:	10/11	Ability/Class (if applicable):	10c/11c GCSE Drama
Module title:	Blood Brothers in depth exploration		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input checked="" type="checkbox"/>
		8 weeks <input type="checkbox"/>	Other:

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

This module will explore all aspects of the play Blood Brothers in order to prepare students for section A of their written GCSE Drama exam.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

Students will have a strong understanding of the context of the play, the playwrights techniques, the characters and relationships, costume and set design for the play.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

**Ambitious:** This text explores some challenging themes so students must show maturity when studying the themes and character stories in this play. The contexts of the play can be complex to understand as the play was written and set in a time that is different to what the students have known, this requires a level of emotional intelligence and awareness of others.

**Brave:** By expressing their thoughts and opinions on the characters and their journeys throughout the play.

**Kind:** By considering others situations and stories when discussing the characters in the play. By being supportive when encouraged to share their ideas with their peers (either remotely or when we return to school).

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

The students will explore all aspects of the play from the original context that it was written, the playwrights upbringing and influences, the story line itself, the characters and their purpose, the reasons for costume and set choices.

*GCSE DRAMA exam spec written exam section A: students must answer 8 questions based on Blood Brothers.*

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- Developing knowledge of plays and writers.
- Theoretical knowledge of theatre.
- Knowledge of a key GCSE text that links to Drama and English specifications.
- Understanding of differing social classes in England and the impact that may have on upbringing.
- Understanding of the cultural, social, political and historical aspects of Britain in 20th Century.
- Understanding how the above factors impacted people from different background (links to characters and perhaps people recognised in students own lives.)

## Implementation

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?
How to study a play, performance styles, key themes, the storyline, the characters in the play, characteristics of drama, acting choices, directorial choices, design choices, genre, context (historical, political, social, cultural)	The students must have this understanding of the play in order to fulfil section A of their written exam. There is always a wide range of questions, therefore it is important to cover all aspects.

### LEARNING

<b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?	<b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?
Students will receive an introduction into each new section of exploration (as listed above).	Students will complete tasks each lesson that take place independently. This ranges from costume and set designing to answering mock exam questions.

### ENGAGEMENT

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
--	---

Work sheets and photocopies of the GCSE guide can be made to send on Teams or printed and sent via post.	A reminder will be sent to the student if the work is not complete. Any concerns will be shared with HoD and PT will be contacted to ascertain if there are any reasons that the student is not completing work.
--	--

### FEEDBACK

<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
The students will have a strong knowledge of all aspects of Blood Brothers. They should feel like experts in this play. This will be assessed with a series of mock exam questions that explore each type of question that may arise in the exam.	<b>2 Weeks</b>	Students will submit responses to questions to show their understanding of each aspect of the play that has been explored.
	<b>4 Weeks</b>	Students will submit responses to questions to show their understanding of each aspect of the play that has been explored.
	<b>6 Weeks</b>	Students will answer mock exam questions to show their understanding of the play.
	<b>8 Weeks</b>	
	<b>Other</b>	

### Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
1		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Students will be instructed to watch the play again to refresh their memories.	What	To know what happens in Act 1 of Blood Brothers. To know what happens in Act 2 of Blood Brothers.	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To understand the characters and themes in the play.	
					How	By watching the stage production and reading the summary provided. By answering short exam style questions.	
	z >	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	

Sync  
hron

		Students will watch the play in order to understand the plot and characters. In their second lesson they will be asked to complete a series of quiz questions whilst watching Act 2.	Ask specific students to give an overview of each act. Ask specific students to give an insight into certain characters.	Summary's of each act provided in bullet points to help students with answering questions.	Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		Students answer quiz style questions.  Students answer mini exam style questions.	Students will submit their responses and their quiz questions will be marked in preparation for the mini exam questions.  Mini exam questions will be marked with feedback.	Students will have the opportunity to read their feedback as misconceptions will be addressed. This work will hopefully lead on to practical exploration later in the year.		
2		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	List the key themes in Blood Brothers.	What	To understand what influenced Willy Russel when writing this play.
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	So you are able to confidently discuss the context and themes within the play.
			How		By studying Willy Russel's life and northern England in the late 20 <sup>th</sup> Century.	
	Number of lessons in cycle: 5		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
			Exploration of the context and themes within Blood Brothers.	Targeted questioning.	Explain the exam style questions that students will be completing based on context and themes.	
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Students complete exam style questions independently.	Students will receive feedback on their responses to address misconceptions.	The work will be reviewed before moving on to the next area of study in Blood Brothers so reteaching can happen before progressing onto next section.		
3		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	List the key characters in Blood Brothers	What	To understand all aspects of the characters within the play.

		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	So you are able to confidently answer exam questions based on the characters in the play.	
					How	By studying the back story of each character and their relationships with each other you will be able to develop exam style responses.	
Number of lessons in cycle: 5	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Exploration of the characters in Blood Brothers. In depth review of how an actor may perform these roles.			Targeted questioning.	Explain the exam style questions that students will be completing based on the characters and actors playing them.		
	7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Students complete exam style questions based on characterisation.			Students will receive feedback on their responses to address misconceptions.	The work will be reviewed before moving on to the next area of study in Blood Brothers so re-teaching can happen before progressing onto next section.		
4	1) Lesson Type (remote or blended)			2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	List the pros and cons of each type of staging.	What	To understand the types of staging that can be used in theatre.		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	So you are able to confidently discuss the effectiveness of each type of staging.		
				How	You will be able to write an exam style response that evaluates the effectiveness of staging the play in different formats.		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Exploration of the staging options and how each can benefit this play.			Targeted questioning.	Explain the exam style questions that students will be completing based on the characters and actors playing them.			
7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)	9) Review (daily/monthly)		Asyn chro	

	Students complete exam style questions based on stage designs.	Students will receive feedback on their responses to address misconceptions.	The work will be reviewed before moving on to the next area of study in Blood Brothers so re-teaching can happen before progressing onto next section.	
--	--	--	--	--

5	Number of lessons in cycle: 10	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Technical elements grid	What	To understand the directorial meaning behind set, lighting and sound choices.		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	So you are able to understand how to		
			How		You will be able to write an exam style response that discusses design choices and how they are relevant to communicating meaning in the play.			
			4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
		Exploration of the technical elements that come together to create a full production,		Questioning and quick fire quiz.		Discuss each type of technical question that could arise in the exam and create practice drafts of each.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		
		Students will complete exam style questions based on all elements of the technical theatre.		Feedback will be given after each different type of technical question to address misconceptions.		The work will be reviewed before moving on to the next area of study in Blood Brothers so re-teaching can happen before progressing onto next section.		
						Synchronous (live)		
						Asynchronous (remote)		

6	z >	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What			
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why			
			How					
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		
						Sync	hron	





		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
			How				
			4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)		

10	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why		
			How				
	≥ 3	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Sync hron		

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)