

RECOVERY CURRICULUM

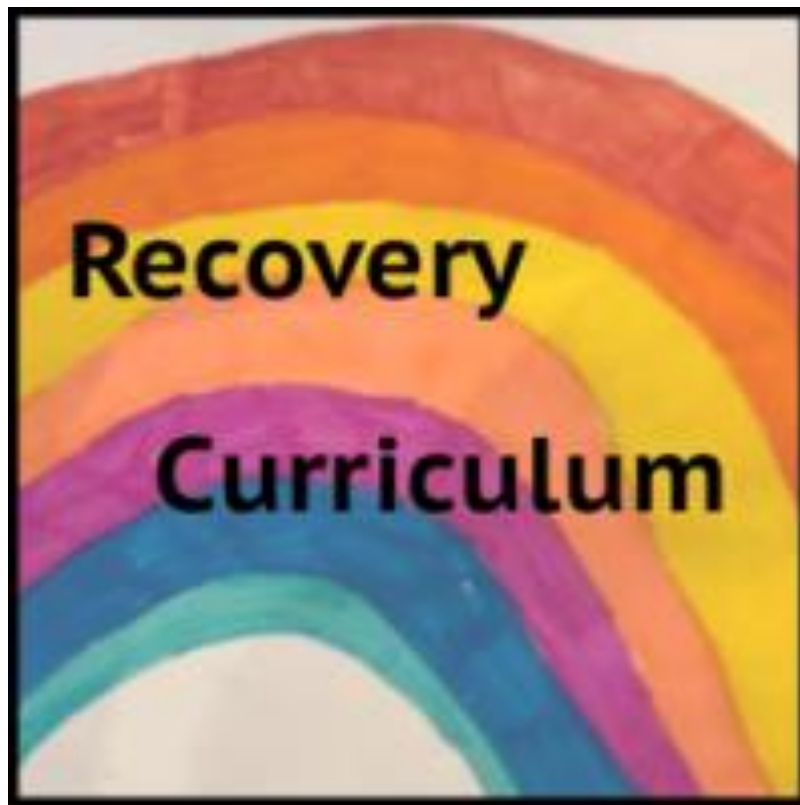
Year 11

Subject: Drama

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Subject:	Drama	Teacher:	Chelsea Wright
Year:	11	Class:	11C Drama
Unit title:	Devising (these students are having to complete this assessment in the first half term due to missing this during lockdown)		
Duration:	5 sessions		

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 unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

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

Students will have started to shape their ideas and experiences from the past 6 months and shape these into a performance. Students will have revisited the devising skills and techniques they learned during year 10 to create well developed pieces of theatre.

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

Ambitious by aiming for high level of performance where students are confident showing their work in front of their peers, setting targets for own improvements.

Brave by standing in front of an audience sharing work

Kind by being a supportive audience, encouraging and appreciative, setting targets for improvements in a supportive manner.

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

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

Experiences from lock down used as stimuli for creating meaningful Drama. This will be a mix of personal and external (such as news headlines, interview transcripts, etc). Develop ability to devise strong narratives when creating original pieces of drama. Creating, performing, responding: consistent awareness of the performance space and audience, expressive use of voice and/or movement to communicate meaning, realisation of the role/character, focus, energy, listening to instruction/direction.

English: Spoken Language section

Adopt, create and sustain a range of roles, opportunities to improvise, devise.

Rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Powerful Knowledge - what powerful knowledge is included in this SoW? 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?

- Get used to working as part of a team effectively again.
- Recap devising well developed performances with strong characters.
- Develop confidence and creativity when producing original work.
- Recall practitioner methods to make devised work more meaningful.

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?
Questioning relating to practitioners and Devising techniques. Observing the students creative process when making original Drama pieces. Questioning and checking for misconceptions in relation to practitioner styles, verbal peer to peer feedback.	Students will need to rebuild their confidence in performing and working together as a team. This will be the most important step initially when back in the classroom. They need to feel comfortable with pushing the boundaries and taking risks. Develop confidence in sharing ideas in front of peers Develop confidence in performing in front of peers

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Devising (creating own drama), interpretation of existing text and characters, understanding of character relationships and subtext, how to create meaning/emotion in Drama, awareness of performance space, knowledge of the use of props, how to use techniques for dramatic effect, rehearsal techniques, developing dialogue, cross cutting and how to use blocking effectively.	These devising tasks will link directly into the assessed devising unit that these students still need to complete. These first 5 lessons will revisit the skills they had already discovered whilst making sense of their experiences through the creation of Drama. Confidence building and team work activities will be used initially to rebuild the students skills and help them to feel more confident with each other again.

WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
Students will be encouraged to incorporate elements of their experiences into the Devising work. They will exploring stimuli relating directly to the lockdown experience to create cathartic pieces of theatre. When appropriate a 'register question' will be used to enable students to share their experiences as part of class getting to know each other better. It will be up to them to share as much or as little as they wish.	Devising presents plenty of opportunities to discuss feelings and personal experiences, particularly at KS4 where the class are encouraged to be open with each and present elements of themselves in order to create truthful drama. Students will be working together to rebuild the strong relationships they had within the class prior to this experience. They know that the Drama classroom is a supportive environment where no judgement is allowed.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
We will be revisiting skills that students were exploring just before we left school. The first lesson will be a teacher led exploration of the stimuli, much like the start of year 10. The students in this class have always had strength in devising work so the focus will be on building their confidence in working together again and getting them used to performing for each other in every lesson to begin with until this feels normal again.	The nature of Drama lessons enable students to build close relationships with each other quickly. The students work with different people each lesson so there is no room for cliques or set groups to form. This makes sure all the students are comfortable with each other and builds there confidence quickly as they do not become comfortable with just working with the same people. Team building games will be used at the start of each lesson to encourage students to feel more comfortable with each other again.

OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
In Drama at KS4 opportunities for discussion are there in every lesson. The majority of lessons with this class start with a short discussion about a relevant topic as this helps to get the students in the correct mind frame for lesson whilst also having the opportunity to share their thoughts and opinions. This was really helpful in bringing the class together initially at the start of year 10, therefore this should be a useful tool for rebuilding those relationships.	The majority of work that happens in Drama is group based with students working together to develop a performance. The nature of sharing ideas and collectively creating something to perform brings the students together.

Delivery

		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1		Classroom (whole sequence completed)	<input checked="" type="checkbox"/> This work can be applied to classroom or remote learning: <input type="checkbox"/> Initial response to the stimulus provided. Mind map as many ideas as possible in 3 mins.	What	To create original devised performances for an audience.
		Blended (live and remote as independent study)		Why	To develop your devising techniques in preparation for this years exam.
				How	Exploring devising techniques such as improvisation, practitioner styles and performance planning. Posture, facial expressions and gesture are all used appropriately so that character and emotion is clear to the audience
	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)	
		Devising performance work based on a stimulus relating to lockdown. Revisit practitioner skills and apply to the performance.	Questioning to develop students initial responses to the stimulus to develop their plans. Questioning to check understanding of practitioner methods. Discussions about how we can create characters and what we have to do to make them believable.	Teacher gives examples of initial ideas when exploring a stimulus and how this can then be developed. Teacher/student model examples of practitioner styles and techniques.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Group devising process creating performances based on the stimulus and practitioners explored (Stan, Artaud, Brecht, Frantic) Remote: if the students have to work from home they will be told to create an outline plan for a performance and this will be used when we are back in school. They will also be told to create a monologue that fits into the story they have created.	Feedback on ideas from initial responses. Share with teacher and peers. Build on each others ideas as a class. Formative feedback on performances to use when creating performances in the next lesson.	Review progress in each lesson after performances Students will reflect on their own performances and the performances of their peers in order to set targets for next lesson.	
					Synchronous (live)
					Asynchronous (remote)