

REMOTE LEARNING MODULE

Subject: Drama

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Updated:



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| Subject: | Drama | Teacher (if applicable): | Chelsea Wright |
| Year: | 7 | Ability/Class (if applicable): | n/a mixed groupings |
| Module title: | New Planet | | |
| Duration: | 2 weeks <input type="checkbox"/> | 4 weeks <input type="checkbox"/> | 6 weeks <input checked="" type="checkbox"/> (1 lesson per week) 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 encourage students to engage their imagination and create structures narratives and characters that can be transferred back to practical work when appropriate to do so.

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

Students will be able to identify the elements that come together to make a character who they are and how to develop a well structured narrative for a performance.

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

Ambitious: by using their imaginations to create a the imaginary world. By applying feedback and identifying mistakes to make improvements to work.

Brave: by considering their personal traits and transferring this into a character. Record performances were appropriate.

Kind: 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?

Students explore how to develop characters and a structured narrative. They are encouraged to think about each characters profile and consider all the aspects that make a person who they are.

English: Spoken Language section

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

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

They are having to use a range of skills; imagination, improvisation, writing, drawing and self reflection.

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?

- Creativity, imagination, originality, confidence, risk-taking, evaluation, analysis, interpretation, inspiration.
- This work also links to the methods of Stanislavski (imagination, magic if, emotion memory). This work is explored in detail in KS4.

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?

Progression – how will studying these key concepts support progression to the next academic year, or key stage?

Students are learning to create developed characters, structured story lines that could lead to a performance. Creating well developed characters helps students to gain a better understanding of people in general as well as a better understanding of themselves.

Creating well thought out, believable characters and a well-developed storyline is important in Drama across all key stages.

This work also links to the methods of Stanislavski (imagination, magic if, emotion memory). This work is explored in detail in KS4.

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?

Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?

The introduction to this module will be synchronous so the teacher is able to set up the story/atmosphere that will lead on to the project.

Students will complete tasks each lesson that take place independently. This ranges from writing in role, character maps, set designing.

ENGAGEMENT

Accessibility – how are you going to ensure students without ICT can engage with this module?

Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?

| A powerpoint has been created that goes with the module and can be shared and viewed through Edulink. This could also be printed and sent home for those students who have no access. | 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. |
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| FEEDBACK | |
| End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained? | Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support? |
| The work collated from each lesson will be collated together to evaluate the skills the students have gained. They will be assessed on characters, storyline, creativity, imagination and presentation. | 2 Weeks Work is submitted after each lesson to be reviewed so students have a chance to make developments before the next task. |
| | 4 Weeks Work is submitted after each lesson to be reviewed so students have a chance to make developments before the next task. |
| | 6 Weeks Work will be collated together to create a full performance project which will receive feedback. |
| | 8 Weeks |
| | Other |

| Delivery (please note - a two week remote learning module may only take one lesson cycle) | | | | | | | |
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| 1 | 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"/> | Read the introduction story that sets the scene for the module. (New planet) | What | To imagine the story about the new planet is true. | |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | Read the introduction to the character profiles. | | Why | To develop your ability to create strong characters and a good story for Drama performances. | |
| | | | | How | Use your imagination to pretend you're really in this situation and consider what you would do! | | |
| Number of lessons in | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) |
| | How to respond to a stimulus (the story). How to create an internal dialogue for a character/ monologue (depending when | | Select students relay tasks. Questioning specific children to get students to give examples of how they could respond to assess their understanding. | | Teacher provide own example to give students an idea of how they can respond it the story. | | |

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| | | this falls in the year it could be linked to thought tracking). How to create a character profile. | | | | | Asynchronous (remote) | |
| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | |
| | | Students complete task 1 and 2, writing in role, using their imagination to respond as they feel their character would. They have to think deeply about their character | | Students will be given feedback on each task as it is submitted so they are able to edit before handing in the whole project. | | Students will have the opportunity to reflect on each piece of work and make improvements for the final project. | | |
| 2 | Number of lessons in cycle: 1 | 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"/> | Respond to question: if you were going to a new planet, what 3 things would you want the planet to include? | What | Design the new planet and create set drawings. | | |
| | | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | To learn how to create a set design for a theatre stage. | | |
| | | | | | How | By using your imagination to draw how you think the new planet would look. | | |
| | | | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | |
| | | | Stage layouts/how stage designs are formed. Subject terminology relating to stages. | | Select students relay tasks. Questioning specific children to get students to give examples of how they could respond to assess their understanding. | | Teacher to give examples of set designs for children to model from. Scaffolded questions will help to generate their ideas. | |
| | | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | |
| | | | Students will create their own designs independently. | | Students will be given feedback on each task as it is submitted so they are able to edit before handing in the whole project. | | Students will have the opportunity to reflect on each piece of work and make improvements for the final project. | |
| 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"/> | Students will be asked to recall key learning from set design lesson. | | What | To write in role as your character. | |

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| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | Why | To get a stronger understanding of your character and their thoughts/feelings. | |
| | | | | How | By using your imagination to pretend you are your character you can answer the questions how you think they would respond. | |
| Number of lessons in cycle: 2 | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | |
| | Writing in role: how to think like the character you are playing and use 'magic if'. | | Select students relay tasks. Questioning specific children to get students to give examples of how they could respond to assess their understanding. | | Teacher read own example to give students an idea to work from. Teacher to provide students with scaffolded writing frame to guide their writing in role. | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | |
| | Students will create their writing in role (diary entry and story boards) that will demonstrate their ability use their imagination and apply 'magic if' to their work. | | Students will be given feedback on each task as it is submitted so they are able to edit before handing in the whole project. | | Students will have the opportunity to reflect on each piece of work and make improvements for the final project. | |
| | | | | | Synchronous (live) | |
| | | | | | Asynchronous (remote) | |
| 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"/> | Watch the video clip/ read the news article | | What | To create a news report that warns people of an Alien invasion on the new planet. |
| | Blended (live in classroom and remote as study) | <input type="checkbox"/> | | | Why | To create a climactic moment in your story. To engage the audience and encourage them to keep watching. |
| | | | | | How | By imagining an alien invasion has taken place on this new planet! |
| Number of lessons in | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | |
| | Students will learn what a climactic moment is in a piece of Drama and how to build up to this in the narrative. | | Select students relay tasks. Questioning specific children to get students to give examples of how they could respond to assess their understanding. | | Video examples of how this may be written and performed. | |
| | | | | | Synchronous (live) | |

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| | | News reporter skills: ability to convey information in a clear, concise and conversational manner. | | | |
| | | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | Asynchronous (remote) |
| | | Students will write a script for their news reports and will be asked to film/ audio record themselves delivering the news bulletin. | Students will be asked to submit all of the pieces of work from this project and will now receive deep feedback. | Students will be given feedback on the overall project. | |

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| 5 | Number of lessons in cycle: | 1) Lesson Type (remote or blended) | 2) DNA (Do Now Activity/Reading) | 3) Learning Intentions (what, why & how) | | Asynchronous (remote) | |
| | | 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) | |
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| 6 | | 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 | <input type="checkbox"/> | | Why | |
| | | | | How | | |

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| | | (live in classroom and remote as study) | | | | | | |
| Number of lessons in cycle: | | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | Synchronous (live) | |
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| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | Asynchronous (remote) | |
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| 7 | | 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 | | |
| | Number of lessons in cycle: | | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | | 6) Prepare for Practice (model/ scaffold) | |
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| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | | 9) Review (daily/monthly) | | Asynchronous (remote) |
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| 8 | | 1) Lesson Type (remote or blended) | | 2) DNA (Do Now Activity/Reading) | | 3) Learning Intentions (what, why & how) | | |

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| | 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 | | |
| | | | | | | |
| Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) |
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| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
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| 9 | 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 | | |
| | | | | | | |
| Number of lessons in cycle: | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Synchronous (live) |
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| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
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| 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 | | | | | |
| | | | | | | | | |
| | | 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) |
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