REMOTE LEARNING MODULE
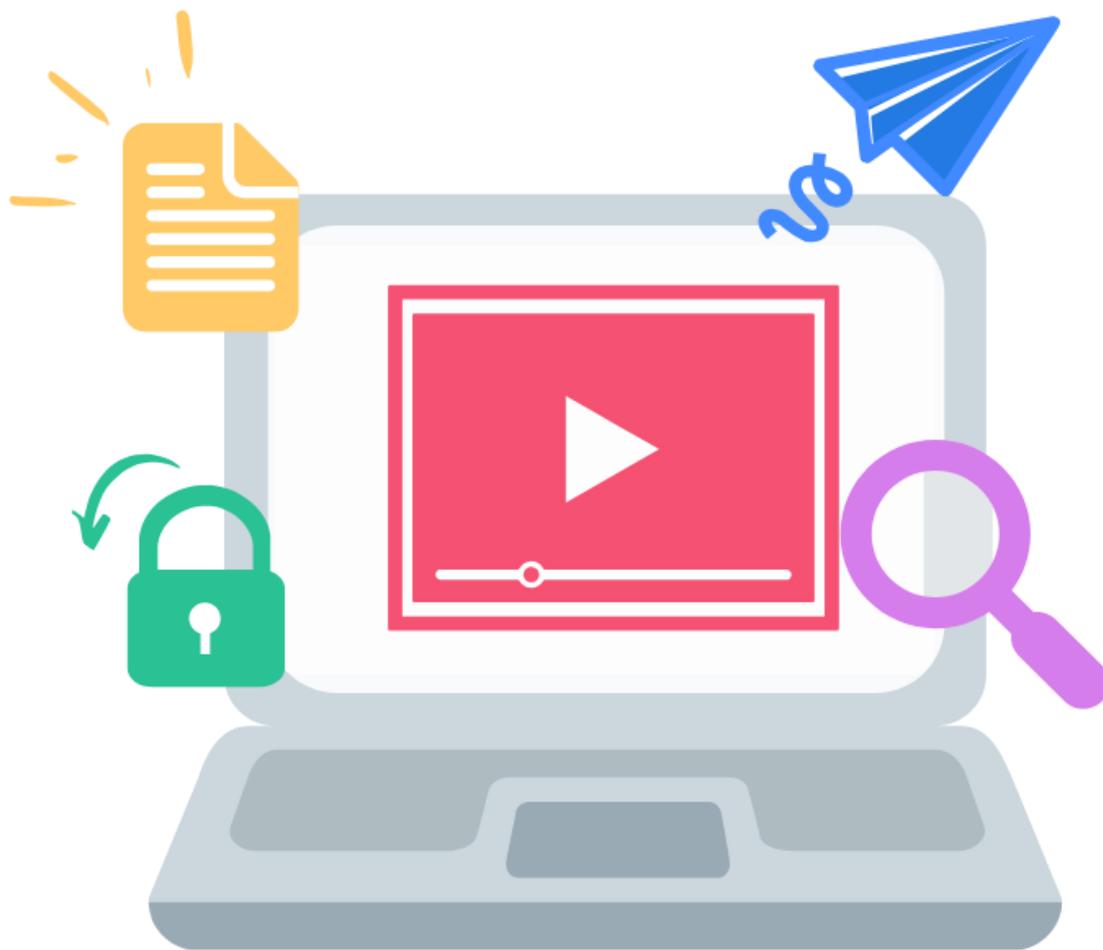
Subject: Drama
Author: CWR
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Updated:

Subject:	Drama		Teacher (if applicable):		Chelsea Wright
Year:	8		Ability/Class (if applicable):		n/a mixed groupings
Module title:	Storytelling				
Duration:	2 weeks ☐	4 weeks ☐	6 weeks ☐ 3 lessons only as lessons are once fortnightly. (This unit could be easily extended if necessary.)	8 weeks ☐	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 to create and perform stories. This unit is designed to introduce learners to storytelling as a performance art in its own right. Understanding the structure of the story can assist in the understanding of a whole play.
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 research source material for a story, be able to create stories, be able to use storytelling techniques and be able to tell stories to selected audiences.
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 creating solo pieces of work that rely on their imagination to create. 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?
Be able to research source material for a story Research: eg reading stories, newspapers, magazines, group workshops, self-imagination, listening to stories told by others	**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*

Be able to create stories Create: develop research material; structure eg storyline, scene setting, action, atmosphere, tension, mood, narration, character, multi-role; style eg comic, tragic, melodramatic, use of movement, music, song	*ideas through playing roles and improvising scenes in various settings.*
Be able to use storytelling techniques Techniques: eg vocal control, facial control, focus, concentration, discipline, gesture, sitting, standing, moving, repetition, control of audience, embracing whole audience, eye contact with audience, pace, tone, pitch, rhythm, use of performance space, use of props, recorded using appropriate microphone and camera technique	

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?

- Gaining knowledge of source material: eg myths (universal, national, local), legends, religion, fairy tales, classics, literary, novels, children's books, children's stories, poems, plays, films, documentaries, news, history, personal experience, reported experience of others
- Creativity, imagination, originality, confidence, risk-taking, evaluation, analysis, interpretation, inspiration

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?
- Purpose of story: eg serious, informative, instructive, educational, entertainment, historical, mythological, moral - Story telling techniques - Understanding the structure of a story can assist in the understanding of a whole play.	Developing these skills will support students in future devising work; it will help to develop their confidence in creating and performing solo work which will support the monologue module at the end of the year. This work will also support the speaking and listening assessments students complete in English lessons.

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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 discuss examples with the students and talk through the skills required in storytelling.	Students will complete tasks each lesson that take place independently. This ranges from completing background research, writing stories to performing their work to camera/ audio recording.

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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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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 lesson 2 to be reviewed so students have a chance to make developments before the performance task.
	4 Weeks	
	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)*

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	Number of lessons in cycle: 2	Remote (live on MS Teams and remote as study)	☒	Watch the video example of story telling. List 5 techniques the performer is using when telling the story.	What	To discover storytelling techniques and begin to plan your own story.
		Blended (live in classroom and remote as study)	☐		Why	To develop confidence as a solo performer as this will help in future work in Drama and English.
					How	Through watching examples and discussing techniques which will then be applied to your own work.
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Key features of storytelling. Create: develop research material; structure eg storyline, scene setting, action, atmosphere, tension, mood, narration, character, multi-role; style eg comic, tragic, melodramatic, use of movement, music, song		Select students relay tasks. Questioning specific children to get students to give examples of how they could respond to assess their understanding.	Video example and teacher modelling storytelling to give examples of content.	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students use the stimulus to begin to create their own stories.		Students will submit there work in progress to receive feedback before the next lesson.	Students will have the opportunity to reflect on each piece of work and make improvements for the final project.	

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2	N u	Remote (live on MS Teams and remote as study)	☒	Watch the video example of story telling. List 5 techniques the performer is using when telling the story.	What	Create and perform your own storytelling performance.
		Blended (live in classroom and remote as study)	☐		Why	To develop confidence as a solo performer as this will help in future work in Drama and English.
					How	By using your imagination and creativity you will develop an original story. You will apply performance techniques and record your storytelling performance.
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchron

Drama techniques that should be applied to a story telling performance, eg. vocal control, facial control, focus, concentration, discipline, gesture, sitting, standing, moving, repetition, control of audience, embracing whole audience, eye contact with audience, pace, tone, pitch, rhythm, use of performance space, use of props, recorded camera technique	Select students relay tasks. Questioning specific children to get students to give examples of how they could respond to assess their understanding.	Teacher to model example of storytelling performance for students to analyse.	
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
Students will complete their storytelling script and rehearse this performance. They will then record themselves performing their pieces. This can be just an audio recording or a filmed piece.	Students will receive feedback on the effectiveness of their storytelling and their application of skills: this can be revisited when completing the monologue unit later on in the year.	This work will be reviews at the end of 3 lesson term.	

3	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)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		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)

4		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)

		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) ☒		What	
				Why	
		Blended (live in classroom and remote as study) ☐		How	
	Number of lessons in cycle: 1	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)
5		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) ☒		What	
				Why	
		Blended (live in classroom and remote as study) ☐		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)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
6		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	

		Lesson Type (remote or blended)	DNA (Do Now Activity/Reading)	Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ☒ Blended (live in classroom and remote as study) ☐		What 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)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
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) ☒ Blended (live in classroom and remote as study) ☐		What 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)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
8		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)	☒		What	
Blended (live in classroom and remote as study)	☐		Why	
			How	

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

	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) ☒		What	
	Blended (live in classroom and remote as study) ☐		Why	
			How	

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

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)	☒			What	
		Blended (live in classroom and remote as study)	☐			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)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)