

RECOVERY CURRICULUM

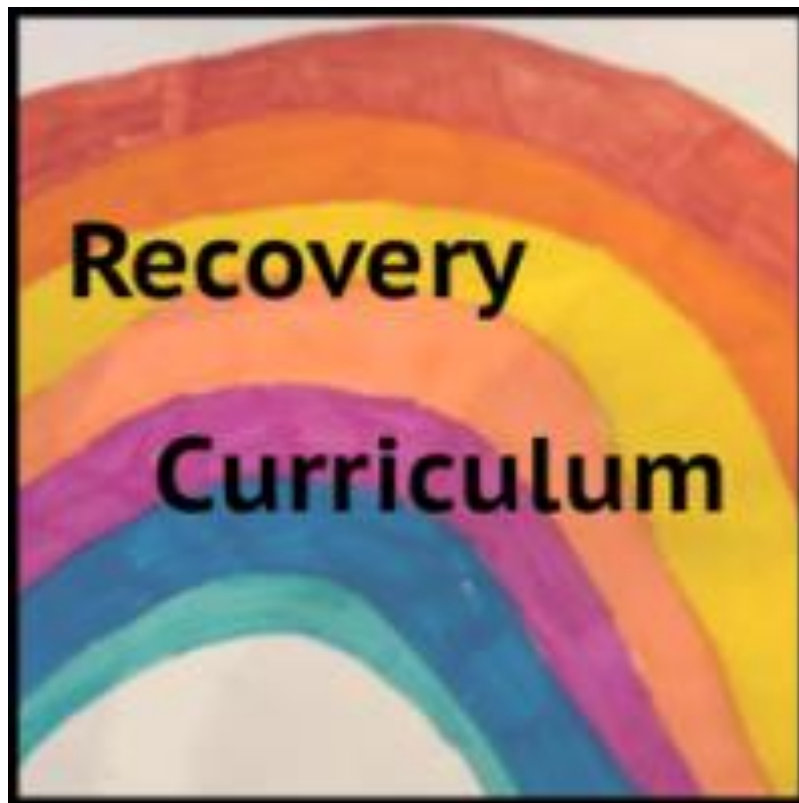
Year 9

Subject: Drama

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Created: 07/07/20

Updated:



Subject:	Drama	Teacher:	Chelsea Wright
Year:	9	Class:	Art, IT, Perf Arts, Technology sets
Unit title:	Conflict		
Duration:	3 sessions (Term 1)		
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 be able to devise well structured performance work, that includes a clear narrative and well-developed characters. Students will be encouraged to find ways to perform their work, ideally in front of an audience of peers.			
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?	
How to devise strong narratives when creating original pieces of drama. A wide range of stimuli are explored as starting points for creating Drama (a picture, song, poem, extract, letter, news article, painting, props) 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 <i>Adopt, create and sustain a range of roles, opportunities to improvise, devise.</i> <i>Rehearse, refine, share and respond thoughtfully to drama and theatre performances.</i> <i>Participating in formal debates and structured discussions, summarising and/or building on what has been said.</i>	

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?

- How to create a performance that builds to a climatic moment that keeps the audience hooked.
- To recognise these techniques in known drama works.
- To work collaboratively with people outside of friendship groups (when possible in school).
- To rehearse and refine work.

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?

Questioning relating to performance skills: what are the 5 key elements of drama? Why must we always stay focused on stage? How do we ensure we have good audience awareness? How do we make characters believable? (if in school) to develop confidence and team skills. Teambuilding and social interaction will be at the core of these. Observation of the creation of Drama, performances from students each lesson, questioning and checking for misconceptions, verbal peer to peer feedback.

Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?

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.

Develop confidence in sharing ideas in front of peers
Develop confidence in performing in front of peers
Gain understanding of the key performance skills listed above and how to apply them.

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?

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.

Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?

Confidence building and team work activities will be used initially to rebuild the students skills.
Group performance work will start with short, quick tasks to help students to get used to working together again.

Understanding how meaningful Drama is created and how to develop strong characters will enable students to create effective practical Drama.

WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
<p>Students may be able to incorporate elements of their experiences into the Drama performances as they have creative freedom when interpreting the stimulus.</p> <p>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.</p>	<p>Devising presents plenty of opportunities to discuss</p> <p>Developing confidence and sense of community when the students are back in school.</p> <p>Rebuilding relationships and confidence through working together in groups.</p>
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?
<p>Short tasks will set with a clear outcome to achieve. The first session will be teacher led to set expectations and build on students confidence. The work set will then become more independent with students working in small groups to develop their peer interaction.</p>	<p>Initially team building games will be used at the start of each lesson to encourage students to feel more comfortable with each other again.</p> <p>The expectation to perform will be in place again from the first practical session so students are reminded that is non negotiable.</p>
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
<p>There are opportunities for discussion after team building activities to help the students to understand why they have taken part in the tasks they have.</p> <p>There is also the opportunity to have discussions after performances.</p>	<p>The majority of tasks within Drama lessons are group based. The students will participate in whole group team building games as part of getting to know each other and building confidence.</p> <p>Students will work towards performing to whole class or smaller groups.</p>

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: Initial response to the stimulus provided. Mind map as many ideas as possible in 3 mins. Team building and confidence games.	What	To create a series of short performances that are inspired by various stimuli.
		Blended (live and remote as independent study)		Why	To develop devising, improvisation and team working skills. To develop creative thinking.
				How	By viewing a stimulus and generating initial ideas that will then be developed into a performance/story.
	Number of lessons in cycle: 3	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: plan and develop ideas. Discover devising techniques such as: improvisation, blocking, staging, characterisation, gesture, mime, cross cutting, freeze frame, hot seating, role play, role on the wall, still image, tableaux, teacher in role, technique, thought tracking.	Questioning to develop students initial responses to the stimulus to develop their plans. 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. Provide examples for scenes and characters that could be involved. Teacher/student model examples of characterisation.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		Create performance plan and table of ideas. Develop a character monologue based on the original idea from the stimulus. If possible Mini group work to get students used to working with each other in specific time frames. Remote: Create a detailed plan for the scene they would create if they were in school and working in groups.	Feedback on ideas from initial responses. Share with teacher and peers. Build on each others ideas as a class.	Students will reflect on their performances in each lesson and will be celebrated for the work they have produced. They set personal targets to work on in their next lesson to show improvements in their performances.	
					Synchronous (live)
					Asynchronous (remote)