

REMOTE LEARNING MODULE

Subject: Drama

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Updated:



Subject:	Drama	Teacher (if applicable):	Chelsea Wright
Year:	9	Ability/Class (if applicable):	n/a mixed groupings
Module title:	Blood Brothers Introduction		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input checked="" type="checkbox"/> 3 lessons only as lessons are once fortnightly. (This unit could be easily extended if necessary.)
			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 introduce students to the play Blood Brothers. The play is not only a key piece of theatre but also a set text studied for GCSE Drama, therefore it is extremely helpful for students to gain a strong understanding of the play in year 9. Studying this work remotely could lead on practical exploration in the play later in the year.

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

Students will have a clear understanding of the plot and characters within the story. They will understand the key features of the narrative and the motivation of each of the leading characters.

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 is studied at GCSE level so students are being challenged to show maturity when studying the themes and character stories in this play.

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 the story of Blood Brothers whilst also gaining an understanding of the themes and characters.

English: Spoken Language section

*Adopt, create and sustain a range of roles,
Opportunities to explore scripted drama.*

<p>This play explores social class, family, relationships, trust, inequality, superstition and fate, and violence. These are all themes that are relevant and will resonate with students at varying levels.</p>	<p><i>Rehearse, refine, share and respond thoughtfully to drama and theatre performances.</i></p> <p><i>English literature, both pre-1914 and contemporary, including prose, poetry and drama.</i></p> <p><i>GCSE DRAMA exam spec written exam section A.</i></p>
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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?

- 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

<p>Key Concepts – what are the key concepts being taught?</p>	<p>Progression – how will studying these key concepts support progression to the next academic year, or key stage?</p>
<p>How to study a play, performance styles, key themes, the storyline, the characters in the play.</p>	<p>Having an understanding of this play will hugely benefit the students if they choose to take GCSE drama.</p>

LEARNING

<p>Synchronous – what are the synchronous aspects of the module, including new material taught?</p>	<p>Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?</p>
<p>Students will be instructed to watch the a full performance of Blood Brothers which is available on youtube. This can be watched on phones or PC's.</p>	<p>Students will complete tasks each lesson that take place independently. This ranges from completing mini exam questions, creating character profiles and costume designs.</p>

There will then be a teacher led session where the play and its context are explained in more depth.		
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.	
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 students will complete a series of mini exam questions to test their knowledge of the plot and characters.	2 Weeks	Students will submit short quiz questions to show what they have learnt from watching the play.
	4 Weeks	
	6 Weeks	Students will answer mini exam questions to show their understanding of the play.
	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	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	Students will be instructed to watch the first Act of the play. Students will be instructed to watch the second half of the play.	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.

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)		Synchronous (live)
	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.		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	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"/>			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)	
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
				This work will be reviewed at the end of 3 lesson term.			
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"/>		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)
	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)		
	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: 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)	<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)	
	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)			
	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)
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)	<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)	
	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)	<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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
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)	
	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)	<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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)