

Scheme of Learning

Key Stage: 4 – Year 10

Curriculum area: Drama

Unit/Topic Title: Devising (Terms 2B & 3A)

This SoL allows pupils to further develop their understanding of the 'Devising Drama' component of the GCSE course. They will undertake a 'mock' assessment, where they will complete all 3 sections of the process – both practical and the written work. During Term 2B pupils will also undertake spaced learning related to the written exam (Drama: Performance and Response).

| Lesson | Lesson Objectives and Outcomes | Resources | Activity | Additional Notes and Cross-Curricular | Prior Learning Needed |
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| | | | Link for IEU/Covid work for this unit is in lesson one but applies to the whole SoL | | |
| 1 | <p>Objectives: To identify the Drama GCSE components.</p> <p>To develop group rules and plan for good practice.</p> <p>To identify questions, themes and ideas for a stimulus.</p> <p>Outcomes: Pupils know the 3 GCSE components and the expectations of Devising Drama.</p> | <p>Lesson 1 Overview, Contract, Stimuli\Lesson 1 Devising Overview.pptx</p> <p>Lesson 1 Overview, Contract, Stimuli\Devising Drama 2018-2020 Pre-Release.pdf</p> <p>Pupils will need a copy of stimuli 1, 6 and 8</p> <p>Lesson 1 Overview, Contract, Stimuli\QTI Template.docx</p> <p>Pupils will need 3 of these – one for each stimulus</p> | <p><i>Tables and chairs will be needed for this lesson.</i></p> <p>Devising Overview Ask pupils what they can remember about the components of their GCSE course and the Devising Drama Component in particular and then remind pupils briefly of the basics. (Use PPT slides to aid this).</p> <p>Organise the class into groups of 4 or 5, taking into account ability and group dynamic. Then ask pupils to get into these groups.</p> <p>Group Contract Explain that as they are going to be working together they need to establish some ground rules to make this work for every member of the group. They are going to create a 'Contract' in which they agree how they will work together. Some points that might be included are: Each member's responsibilities Treating each other respectfully How they will resolve problems</p> | <p>Key Words: GCSE Devising Drama Contract Stimulus Question Themes Ideas Historical event</p> <p>I Can, I Will: Flexibility of Mind. Pupils will need to connect their thinking from previous lessons and devising work. They have also got to have a flexible approach to devising the contract. They need to be open to a variety of themes and ideas connected to the stimulus.</p> <p>Cross-Curricular: History – dealing with an event from 1947. Philosophy & Ethics - Politics and conspiracy theories.</p> <p>IEU/Covid</p> | <p>Pupils will have undertaken a devising assessment in Year 9 – they should be reflecting on the progress made in that unit and the areas they needed to develop. They also need to access their understanding of the overall GCSE course.</p> |

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| | <p>A group contract is created.</p> <p>Roswell stimulus explored independently and then as a group.</p> | | <p>All members of the group should sign the contract and these should then be displayed in the teaching space to be returned to as and when required in the devising process.</p> <p>Stimulus Exploration Have Stimulus 1 – Roswell Daily Record front page (Historical Event) projected on the board (pupils should also be given a photocopy of the original resource also). Issue each pupil with a QTI template. Independently encourage them to add anything they can to their template as you (or a volunteer) reads aloud the article. Emphasise there are no right or wrong answers here, as long as they can support and justify their thoughts – they are valid.</p> <p>Once pupils have noted some of their own ideas, ask them to use a green pen to now add the thinking of the other members of their group – highlight here the importance of keeping a log of who has said what (simply by adding their name or initials after in brackets will suffice).</p> <p>If there is still lesson time remaining, move on to the next stimulus (see lesson 2).</p> | <p>Each student will be at a different stage of development of the performance and their portfolio. The link below is a general one and they should use it appropriately to support the stage they are at in their process</p> <p>https://www.bbc.co.uk/bitesize/topics/zjw3vk7</p> | |
| 2 | <p>Objectives: To identify questions, themes and ideas for stimuli.</p> | <p>Lesson 2 Stimuli\Lesson 2 Stimulus Exploration.pptx</p> <p>Lesson 1 Overview,</p> | <p><i>Tables and chairs will be needed for this lesson.</i></p> <p>Stimulus Exploration As pupils enter the teaching space have 'I Found The Silence' (photograph) projected on the board. Issue each pupil with a QTI template and a copy of</p> | <p>Key Words: Stimulus Stimuli Photograph I Found the Silence Questions Themes</p> | <p>This lesson builds from lesson 1, where pupils are further exploring stimuli and</p> |

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| | <p>To evaluate 3 stimuli in relation to ideas for practical work.</p> <p>Outcomes: Photograph and Prose stimuli explored independently and then as a group.</p> <p>Groups have been critical in their approach to selecting their final stimulus.</p> | <p>Contract, Stimuli\Devising Drama 2018-2020 Pre-Release.pdf (See lesson 1)</p> <p>Lesson 1 Overview, Contract, Stimuli\QTI Template.docx (See lesson 1)</p> <p>Portfolio Checklists - Yr10 Mock\Devising Checklist Section 1 Yr10 Mock.docx</p> | <p>stimulus 6. Independently encourage them to add anything they can to their template. As before, emphasise there are no right or wrong answers here, as long as they can support and justify their thoughts – they are valid.</p> <p>Once pupils have noted some of their own ideas, ask they to use a green pen to now add the thinking of the other members of their group – highlight here the importance of keeping a log of who has said what (simply by adding their name or initials after in brackets will suffice).</p> <p>Now explain to pupils that they are going to do the same process again but this time for their final stimulus option: an extract from 'The Velveteen Rabbit' (prose) by Margery Williams – issue a new QTI template and a copy of stimulus 8. Pupils should work independently at first – again, the teacher could read this aloud whilst the pupils complete their QTI grids. They should then share ideas as a group with all members making notes on what they have shared.</p> <p>Remind pupils that for their actual GCSE they will have 10 stimuli to choose one from – they have now got to select which one (historical event, photograph or prose) they want to use as the stimulus for their devised performance.</p> <p>It is also worth highlighting here that pupils are not expected to have a literal interpretation – for example they don't</p> | <p>Ideas Prose Extract The Velveteen Rabbit Research</p> <p>I Can, I Will: Curiosity. Pupils will need to approach the remaining two stimuli with this skill in order to generate original thinking and potential ideas.</p> <p>Cross-Curricular: Art – photograph as a stimulus, exploration of the composition. SU4L – potential issues raised through discussion of the stimuli, for example: mental health; isolation; aging, relationships. Literacy/English – prose extract, identifying characters and how language is used to create meaning.</p> | <p>evaluating which stimulus provides the most engaging and interesting ideas for practical work.</p> |
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| | | | <p>just have to create a piece about Magritte or his painting – it could be that the image makes them think about the theme of hope and wanting to escape something dark in the main character’s life or that what someone visualises as positive can affect others negatively.</p> <p>Teacher to circulate the groups helping them decide which of the three stimuli they are going to pursue. Once this has been decided the groups need to identify a different area for each member to research. By the end of the lesson each pupil should know exactly what they need to explore to avoid overlapping and to provide a range of findings – they will have a lesson to conduct their research.</p> <p>HW: Complete Devising Checklist Section 1 Tasks 1 and 2.</p> | | |
| 3 | <p>Objective: To explore a range of sources to find information which can inform ideas for practical work.</p> <p>Outcome: Pupils have informed ideas inspired by a range of sources.</p> | <p>Access to computers.</p> <p>Access to a printer and paper.</p> | <p><i>Access to computers needed for this lesson.</i></p> <p>Research Following on from lesson 2, all groups should have decided upon their chosen stimuli and they should all have an area or specific focus for their research. Computers should be used this lesson in order to collate research findings – pupils can liaise with other members of their group during this time as and when their research develops and opens up new possibilities. Remind pupils of the need to keep a log of their sources but also to make notes from the websites and not simply –</p> | <p>Key Words: Research Findings Information Fact Stimulus Collate Sources Portfolio</p> <p>I Can, I Will: Drive. Pupils should not just be satisfied with the first piece of information they find. They should be driven to research further and to cross-reference what they have discovered with alternative sources.</p> | <p>Pupils must have selected their chosen stimulus and they have to have a specific area to research – see previous lesson.</p> |

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| | | | <p>copy and paste – this will save them time later when completing Section 1 of their portfolio.</p> <p>At the end of the lesson, pupils should have shared their own research findings with their group via Teams and printed one copy of their findings giving this to the teacher as an exit ticket.</p> | <p>Cross-Curricular: Potential for many subjects – solely dependent on the questions. Themes and ideas the pupils are exploring as a result of their group work.</p> | |
| 4 | <p>Objectives: To share accurate and relevant research findings with working group.</p> <p>To identify (through analysis and evaluation) which information is more pertinent to developing an engaging piece.</p> <p>Outcomes: All pupils have a deeper knowledge of the research areas.</p> <p>Pupils have selected relevant</p> | <p>Lesson 4 Sharing Research Findings\Lesson 4 Sharing Research Findings.pptx</p> <p>Portfolio Checklists - Yr10 Mock\Devising Checklist Section 1 Yr10 Mock.docx</p> | <p><i>Tables and chairs will be needed for this lesson.</i></p> <p>Sharing Research findings Pupils should sit in their devising groups. Issue the pupils with their research findings from lesson 3. They should be copying out the table from slide one of the PPT.</p> <p>Allow all pupils the time to share their findings with the remainder of their group. They should each complete the table – remembering to identify who has suggested what in their notes.</p> <p>Once pupils have shared their findings they will then need to begin planning out their ideas for the devised performance. They will have 8 lessons to create their performance (in addition to a formal assessment and a technical rehearsal). Share the criteria from slide 2 of the PPT with them. Pupils should consider the following in their planning: The target audience for the drama and how you will appeal to them. What you want to communicate to the audience.</p> | <p>Key Words: Stimulus Research Findings Information Artistic Intention Target audience Characters Narrative Style Tone Design Initial</p> <p>I Can, I Will: Reflectiveness. Pupils will need to consider a large amount of information and use their skills to reflect and calculate what will be most effective for their practical work.</p> <p>Cross-Curricular: Potential for many subjects – solely dependent on the questions. Themes and ideas the pupils are exploring as a result of their group work.</p> | <p>Pupils will need to utilise the range of research they have undertaken as individuals and contribute this to a group discussion and evaluation.</p> |

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| | research to inform their progress in planning their devised performances. | | <p>The main characters and how they will contribute to the narrative. The style and tone of your piece. How you may use design. How you can show the links between the stimulus and the final piece.</p> <p>On large sugar paper pupils should collate their ideas initial plans – there isn't a specific structure for this as the subsequent lessons will encourage pupils to formalise their plans and thinking.</p> <p>HW: Complete Devising Checklist Section 1 Tasks 3, 4, 5 and 6</p> | | |
| 5 | Dependent on the teacher's planning. | N/A | <p>Drama: Performance and Response – Spaced Learning. The content of this lesson will depend on the teaching group and the intervention they require which will be decided upon by the class teacher.</p> | Dependent on the teacher's planning. | This lesson will be used as a way of re-learning content; either for 'Blood Brothers' or for the theatre evaluation. |
| 6 | <p>Objectives: To identify a target audience and the specific meaning the group wishes to communicate.</p> <p>To revise dramatic techniques and</p> | <p>Lesson 6 Artistic Intention & Plot Planning\Lesson 6 Year 10 Planning Sheet.docx (A3 copy for each pupil)</p> <p>Scrap Paper</p> | <p><i>Tables and chairs will be needed for this lesson.</i></p> <p>Artistic Intention/Target Audience Each pupil should be issued with an A3 version of the Planning Sheet – please explain that they should only complete the boxes they are instructed to by their teacher as this will be done gradually over a number of lessons.</p> <p>Ask pupils to explain what they believe artistic intention means and then ask them to decide on what theirs' is for the</p> | <p>Key Words: Artistic Intention Target Audience Characters Traits Narrative Dramatic Techniques</p> <p>I Can, I Will: Flexibility of Mind. Pupils will need to share their own idea, whilst also listening to and considering the ideas of others –</p> | Pupils should be applying their subject knowledge of artistic intentions and impact on audience to guide their planning. Their previous knowledge of dramatic |

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| <p>to plan for their use in order to convey the artistic intention.</p> <p>Outcomes: Groups have a clear target audience and a concise artistic intention for their work.</p> <p>Pupils remember the variety of techniques available to them and evaluate which are most effective for their work.</p> | | | <p>piece – all pupils should have exactly the same performance intention. They need to be aware of how important this is and that it should be the driving force behind all of their practical work and ideas.</p> <p>Pupils also need to decide on who their target audience is and why their planned devised performance is relevant to them.</p> <p>Characters/Narrative Planning Pupils have the remaining lesson time to organise their characters and plot.</p> <p>For their characters they need to outline a new name, who is playing that role and words/a sentence to summarise the kind of person they are. During this stage the teacher should encourage pupils to aim for a range of personalities to make for a more interesting dynamic in performance.</p> <p>Once the characters section is complete, stop the pupils from working and issue each of them with a scrap piece of paper. Explain that they will have 60 seconds – in this time they should note down as many dramatic techniques that they can think of. After the 60 seconds take feedback from pupils, noting the techniques on the board (you may have to clarify the difference between acting skills and techniques as sometimes pupils confuse these). Clarify what each technique involves using the pupils to help with the explanations.</p> | <p>using this to decide what is most effective for the overall group piece.</p> <p>Cross-Curricular: Potential for many subjects – solely dependent on the questions. Themes and ideas the pupils are exploring as a result of their group work.</p> | <p>techniques will also be explored – this links to both KS3 and Year 9 learning.</p> |
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| | | | <p>In their groups pupils should then develop the outline for their plot. During this part of the lesson, they should consider the dramatic techniques at their disposal and select what will enhance their piece and help communicate the artistic intention.</p> <p>HW: Complete Devising Checklist Section 1 Tasks 8 and 10</p> | | |
| 7 | <p>Objectives: To identify the features of 6 different structures.</p> <p>To identify the features of a range of genres.</p> <p>To define which structure and genre will be most relevant for their devised performances.</p> <p>Outcomes: Pupils have an increased knowledge of structures available to them.</p> | <p>Lesson 7 Structure & Genre\Structure Card Sort.docx</p> <p>Lesson 7 Structure & Genre\Genre Teach Me Test Me Cards.pptx</p> <p>Exercise books for notes</p> | <p><i>Tables and chairs will be needed for this lesson.</i></p> <p>Teach: Structure / Genre As pupils enter, issue pairs with a Structure Card Sort set – they should try and match up the correct terms with the definitions.</p> <p>Go through the answers with the pupils, ensuring they have the correct pairings.</p> <p>Pupils should be encouraged to make notes on structure in their exercise books.</p> <p>In their groups, pupils should now decide on which structure they wish to use. They can alter their original plan for the plot if they wish to change the structure but they should make this clear in their planning – for example, in another colour number the new scene order.</p> <p>Once this has been completed issue each pupil with one 'Teach Me, Test Me' card (there are 8 cards in total, so multiples of these need to be issued in the class). Explain that they will be</p> | <p>Key Words: Structure Linear Non-linear Bookended Circular Episodic Parallel/Multiple plots Genre Comedy Black comedy Farce Tragedy Classical tragedy Modern tragedy Melodrama Documentary Theatre Verbatim theatre Kitchen Sink Theatre-in-Education Agitprop</p> <p>I Can, I Will: Resilience. Pupils will need to take ownership over their learning and teach each other.</p> <p>Cross-Curricular: Literacy – Matching terms and definitions.</p> | <p>Pupils will have some awareness of structure and genre – especially linked to their exploration of 'Blood Brothers'. Connections could be made with film/TV to help aid the developing understanding of both structure and context.</p> |

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| | <p>Pupils are able to state features of a range of genres.</p> <p>Pupils know the structure and genre of their devised piece.</p> | | <p>given time to circulate around the room and pair up. Pupil A asks the question: What can you tell me about (genre)? If B thinks they know anything, they should share it with A. A should then either explain the key features of their genre or clarify any misconceptions B may have made – they can reveal the card to their partner if this will help. A should then ask the question: What can you tell me about (genre)? B should now be able to share an accurate definition of the genre. Once both partners have had the chance to 'Teach Me, Test Me' – they should then SWAP cards. The pupils should then change partners and begin the process again. The teacher may wish to provide a time frame for these activities – for example 5 minutes per genre.</p> <p>Go through the different genres as a whole class, with pupils making notes in their exercise books. Ask pupils to sit back down in their original groups and then go through the 8 genres with pupils calling out the key information about each of them. Following this revision, each group needs to identify which genre they are going to use in their piece (they may have a combination of genres, but must be reminded not to make the piece confusing for the audience). They should complete their planning sheets with notes about their genre choices.</p> | <p>Media Studies/Music – exploring the concept of genre.</p> | |
| 8 | <p>Objectives: To re-learn aspects of</p> | <p>Lesson 8 Style\Blockbusters Style.pptx</p> | <p><i>Tables and chairs will be needed for this lesson.</i> Teach: Style</p> | <p>Key Words: Structure Genre</p> | <p>The Blockbusters activity</p> |

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| <p>structure, genre and style.</p> <p>To identify which elements of style will be most effective for communicating meaning in the devised piece.</p> <p>Outcomes: Pupils are more confident in their use and application of subject terminology (pertaining to structure, genre and style).</p> <p>Groups have justified key elements of style in their planned devised performances.</p> | <p>Lesson 8 Style\Blockbusters Style Answer Sheet.docx</p> <p>Lesson 8 Style\Bingo Card Templates.docx</p> <p>Lesson 8 Style\Bingo Topics - Teacher's Resource.docx</p> <p>Lesson 8 Style\Lesson 8 Style.pptx</p> <p>Portfolio Checklists - Yr10 Mock\Devising Checklist Section 1 Yr10 Mock.docx</p> | <p>Begin the lesson with pupils all being issued with a print out of the Blockbusters grid. This can be played with the class being divided into two (the blue and white teams) but it is also worth getting pupils to independently keep track of what they get right themselves as they play too. They should write the answers on their version of the grid and mark it as they go along. The aim is for the first team to get from the left side of the board to the right in a continuous line – if they get an answer wrong, the other team has a turn.</p> <p>This activity should help pupils revise the terminology from lesson 7 but also get pupils to begin to think about their understanding of style too.</p> <p>Once the winning team is established – go through the remaining unclaimed blocks to allow all pupils to check their understanding.</p> <p>Issue all pupils with a Bingo template. They need to randomly write down the terms at the bottom of the page into the table (they should cross each term off as they enter it into the table to avoid confusion) – explain that they will be competing against each other so if they copy the order so it's the same as someone else's they actually have less chance of winning.</p> <p>Once all pupils are ready, the teacher should use the Teacher Bingo Sheet to randomly call out definitions – it is</p> | <p>Style (See Blockbusters & Bingo resources for full terms)</p> <p>I Can, I Will: Risk Taking. Pupils will need to use their knowledge to take calculated risks in the activities set out.</p> <p>Cross-Curricular: History/Geography – exploring the work of practitioners from Russia and Germany. PE – connections to the sense of competition.</p> | <p>requires pupils to apply their learning from lesson 7. Pupils completed SoL in Year 9 based on naturalism, non-naturalism and symbolism. This lesson will encourage pupils to retrieve their understanding.</p> |
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advisable to complete a blank template yourself to check off the answers – pupils should cross off the term that matches the definition. If they get 5 terms in a row – either left to right, top to bottom or diagonally they should call out Bingo to have their terms checked. Award points or a prize. Continue to play after this to see who else can win. After 3 people have achieved 'Bingo' say that there are no longer prizes but pupils could then share what they think definitions could be for the remaining terms.

Following Bingo – share the two aspects of style on the board: Naturalism (Stanislawski) and Non-naturalism (Brecht). In their working groups, pupils need to decide which practitioner they are most inspired by and which aspects of the style they aim to include. It is worth flagging up here that pupils can have naturalistic acting in a non-naturalistic performance.

By the end of the lesson, each pupil should have added notes to their planning sheet about style.

If there is time remaining pupils could make notes on style in their exercise books – project the Teacher Bingo Sheet on the board to help pupils in the task.

HW: Complete Devising Checklist Section 1 Tasks 7, 9 and 11.

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| 9 | <p>Objectives: To identify the key elements of the planned devised piece. To develop a pitch that clearly communicates the planned devised performance.</p> <p>Outcomes: All group members understand exactly how their devised piece will be put together.</p> <p>Pitches convey meaning with clarity.</p> | <p>Lesson 9 Devising\Lesson 9 Rehearsal Schedule and Pitches.pptx Lesson 9 Devising\Rehearsal Schedule.docx</p> | <p><i>Tables and chairs may be needed for this lesson.</i></p> <p>Rehearsal Schedule and Pitches As pupils enter the room, have slide one of the PPT on the board. Pupils should be encouraged to think about how the image may link to devising. Allow time for pupils to share ideas with one another and then take encourage a whole group discussion – the image of the two cakes has been selected to help illustrate points such as: things aren't always the same in reality as they are in our heads; you might be submersed in something and think it's really effective but others may not agree; sometimes you need to use people's skills/expertise – not everyone is brilliant at everything; having a 'critical friend' can be helpful in the process and may have an impact on the outcome.</p> <p>In order to ensure that pupils have the strongest devising pieces they can they need to be confident that their narrative is clear and that they are all fully aware of the details. If they cannot explain their ideas to others then it may become muddled in the practical sense. Each group is therefore going to present their ideas to the rest of the class. Use slide two of the PPT to help explain what their criteria is for this – the group can divide up responsibilities – although there is a list of potential criteria encourage pupils to use their initiative and explore original ideas for the pitches. Examples on the slide include:</p> | <p>Key Words: Performance Intention Target Audience Structure Genre Style Characters & Traits Narrative Techniques Rehearsal Schedule</p> <p>I Can, I Will: Initiative. Pupils will need to use their own minds to come up with opinions. They will also need to apply original though to their pitches in order to make them engaging.</p> <p>Cross-Curricular: Media Studies – presenting information to an audience.</p> | <p>This lesson will require pupils to reflect on their previous experiences of devising and what has worked for them and what has required improvement. They will be utilising their developing knowledge of the devised piece to plan subsequent work.</p> |

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| | | | <p>Interview for TV (like the examples when a film comes out and the actors discuss the project), Talk show (actors/directors on a chat show with a host asking questions – sharing clips) Living Storyboard (a combination of still images, thought-tracking, narration). A day in the life of... a director / an actor / a deviser – presented like a video diary perhaps.</p> <p>Allow pupils the remainder of this lesson to prepare their pitches – this should be an active session – pupils need to make their work engaging and not simply reading from pieces of paper or the board.</p> | | |
| 10 | Dependent on the teacher's planning. | N/A | <p>Drama: Performance and Response – Spaced Learning. The content of this lesson will depend on the teaching group and the intervention they require which will be decided upon by the class teacher.</p> | Dependent on the teacher's planning. | Re-learning content; either for 'Blood Brothers' or for the theatre evaluation. |
| 11 | <p>Objectives: To present ideas in a coherent manner to their peers.</p> <p>To reflect on own practice and the work of others.</p> <p>Outcomes: Ideas successfully</p> | <p>Lesson 11 Pitches\Peer Feedback Sheet.docx</p> <p>Lesson 11 Pitches\Self Reflection Sheet.docx</p> | <p><i>Tables and chairs may be needed for this lesson.</i></p> <p>Pitches Allow all of the groups some preparation/rehearsal time for their pitches.</p> <p>Watch each pitch one at a time – following each group the audience should complete a feedback sheet – the performing group should also evaluate their own work. These should then be used to discuss what has been shared, what is effective and what needs to be further explained or developed.</p> | <p>Key Words: See lesson 9.</p> <p>I Can, I Will: Curiosity. Pupils will need to be inquisitive and analytical about the work of others. They will also need to be curious about how the audience will react and respond to their practical ideas.</p> <p>Cross-Curricular: Media Studies – presenting information to an audience.</p> | This lesson requires pupils to apply their understanding of the devising component throughout. |

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| | <p>presented to an audience.</p> <p>Pupils know strengths and areas for development in their practical work.</p> | | <p>All groups should be given their written feedback (in addition to the verbal discussions that have taken place during the lesson).</p> <p>(Remind pupils that they will need all of their Section 1 notes/work for next lesson)</p> | | |
| 12 | <p>Objectives: To reflect and identify areas for improvement using peer feedback.</p> <p>To document the devising process.</p> <p>Outcomes: The group have an improved plan for their practical work.</p> <p>Written evidence of the devising journey created.</p> | <p>Portfolio Checklists - Yr10 Mock\Devising Checklist Section 1 Yr10 Mock.docx</p> | <p><i>Tables and chairs will be needed for this lesson. Access to computers.</i></p> <p>Finalise ideas for actual piece/Section 1 Portfolio</p> <p>All groups will need to use the first 10-15 minutes of this lesson to reflect on all the feedback they received during lesson 11. They need to carefully consider what areas may need further clarity or development and plan for how they will address this. Encourage them to return to the feedback groups where necessary to check whether their proposed changes would address that group's original questions or suggestions for improvements.</p> <p>Once pupils have amended their planning and ideas they should be given the remainder of the lesson to begin work on writing up Section 1 of their Portfolio. Pupils should prioritise tasks 9 and 11 initially as they have not been completed for homework. All other tasks should be returned to pupils with basic feedback for them to develop their responses further.</p> <p>Pupils should be using their notes and work from previous lessons, in addition</p> | <p>Key Words: See previous lessons.</p> <p>I Can, I Will: Reflectiveness. Pupils need to reflect on their progress, the feedback they've been given and how they are going to use all of this information to make further progress.</p> <p>Cross-Curricular: Literacy/English – presenting their thinking in a written format. ICT – using technology to help them document their devising journey.</p> | <p>Pupils will need to document their learning through the written element of the GCSE component.</p> |

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| | | | to Teams in order to complete their Section 1 independently. | | |
| 13 | <p>Objective: To continue to document the devising process.</p> <p>Outcome: Additional written evidence of the devising journey created.</p> | | <p><i>Tables and chairs or access to computers will be needed for this lesson.</i></p> <p>Section 1 Portfolio This lesson is dedicated to pupils completing their written evidence for Section 1. As with lesson 12 they will need to draw together all of their resources in order to create the best possible work.</p> <p>Teacher to circulate the pupils whilst working, ensuring they are working through the checklist systematically. Highlight the need for continues ANALYSIS and EVALUATION in this section.</p> | <p>Key Words: See previous lessons.</p> <p>I Can, I Will: Drive. Pupils will need to be self-motivated in order to complete the written element of the component.</p> <p>Cross-Curricular: Literacy/English – presenting their thinking in a written format. ICT – using technology to help them document their devising journey.</p> | See lesson 12. |
| 14 | <p>Objective: To continue to document the devising process.</p> <p>Outcome: Additional written evidence of the devising journey created.</p> | | <p>Section 1 Portfolio (if required) or a practical lesson Pupils should be given the opportunity to use this lesson time for completing their Section 1.</p> <p>Depending on the progress of the class (or individual groups) pupils may not require this lesson for further Section 1 Portfolio time. If this is the case, they should be encouraged to begin work on Section 2 (the practical aspect of the component). As pupils' planning should be in-depth, individuals could begin to draft and explore their monologues whilst waiting for their peers.</p> | <p>Key Words: Section 1 Portfolio Section 2 Rehearsal Practical Monologue</p> <p>I Can, I Will: Initiative. Pupils will need to identify how best they should use this lesson time.</p> <p>Cross-Curricular: See lesson 13.</p> | See lesson 12. |
| 15 | Dependent on the teacher's planning. | N/A | Drama: Performance and Response – Spaced Learning. | Dependent on the teacher's planning. | This lesson will be used as a way of re- |

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| | | | The content of this lesson will depend on the teaching group and the intervention they require which will be decided upon by the class teacher. | | learning content; either for 'Blood Brothers' or for the theatre evaluation. |
| Easter Holiday | | | | | |
| 16 | <p>Objectives: To work collaboratively in a group to create practical work.</p> <p>To reflect on progress made and explore areas for further development.</p> <p>Outcomes: Pupils adhere to their contracts and work successfully to create a piece.</p> <p>Pupils actively improve their work through self and peer reflection.</p> | <p>Group Contracts</p> <p>Planning sheets</p> <p>Rehearsal Schedules</p> <p>Portfolio Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p>Rehearsal 1</p> <p>This lesson will be very much pupil led – they have their ideas and planning from the lessons prior to Easter and should therefore use this lesson to begin to develop their devised piece.</p> <p>The teacher’s role in this lesson should be to provide support and challenge where required. Pupils will need the lesson time to develop their planning into practical.</p> <p>Approximately halfway through the lesson ask all of the groups to stop working. Inform them that they will have 2 minutes to discuss the positives in what they have created today – what have they achieved? What is working well? How are they achieving their intentions? After this explain that they will have a further 2 minutes to now discuss what they need to work on to develop what they currently have further – is this moment engaging? Is this scene transition clear? How can we make their feelings more obvious? Following this time explain that the groups should focus on the improvements in order to develop what they have created so far – instead of</p> | <p>Key Words:</p> <p>Planning Rehearsal Acting Contract</p> <p>I Can, I Will:</p> <p>Drive. As this lesson is dependent on the pupils they will need to be pro-active and motivated to complete the objectives. Reflectiveness. Pupils will need to look impartially at the progress they’ve made, identifying their strengths and areas for development.</p> <p>Cross-Curricular:</p> <p>SU4L/Social Sciences – content depending.</p> | <p>This lesson should see pupils practically applying the skills developed in previous schemes. Knowledge and understanding of devising should be evident, in addition to their evolving acting skills.</p> |

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| | | | <p>ploughing ahead or re-rehearsing work that is not developing. If/when required direct pupils back to their contracts and/or planning sheets.</p> <p>HW: Complete Devising Checklist Section 2 Task 1.</p> | | |
| 17 | <p>Objective: To work collaboratively in a group to create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Group Contracts</p> <p>Planning sheets</p> <p>Rehearsal Schedules</p> <p>H:\2020-2021\Year 10 Devising\First Rehearse PPT.pptx</p> | <p>Rehearsal 2 First Rehearse – Backstory or Improvisation</p> <p>For all of the lessons identified as 'Rehearsal' pupils should be following their schedules and developing their work in a systematic way. The teacher should be circulating groups, monitoring progress and providing additional support/challenge where required.</p> <p>Pupils can also be encouraged to use the teacher's iPad to record and review progress.</p> <p>The 'First Rehearse' starter tasks are designed to help prompt pupils to connect with the prior learning but to also provide character and plot development activities. It is at the teacher's discretion which activities should be used – suggestions have been made according to the level of potential progression made in the process lesson by lesson. A maximum of 10 minutes should be allocated for 'Frist Rehearse' – pupils should then be encouraged to consider how the task could impact their practical in the subsequent rehearsals.</p> | <p>Key Words: Rehearsal Backstory Improvisation</p> <p>I Can, I Will: Potentially all seven.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | <p>The rehearsal lessons demand that pupils apply their knowledge and understanding of effective group work, rehearsal and acting skills.</p> |
| 18 | Objective: | Group contracts | Rehearsal 3 | Key Words: Rehearsal | See lesson 17. |

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| | <p>To work collaboratively in a group to create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Planning Sheets</p> <p>Rehearsal Schedules</p> <p>H:\2020-2021\Year 10 Devising\First Rehearse PPT.pptx</p> <p>H:\2020-2021\Year 10 Devising\Portfolio Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p>First Rehearse – Writing in role or Aside</p> <p>See lesson 17 for information.</p> <p>HW: Complete Devising Checklist Section 2 Task 2.</p> | <p>Writing in Role Aside</p> <p>I Can, I Will: Potentially all seven.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | |
| 19 | <p>Objective: To work collaboratively in a group to create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Group Contracts</p> <p>Planning sheets</p> <p>Rehearsal Schedules</p> <p>H:\2020-2021\Year 10 Devising\First Rehearse PPT.pptx</p> | <p>Rehearsal 4 First Rehearse – Symbolism or Proxemics</p> <p>See lesson 17 for information.</p> | <p>Key Words: Rehearsal Symbolism Proxemics</p> <p>I Can, I Will: Potentially all seven.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | See lesson 17. |
| 20 | <p>Objective: To share current progress.</p> <p>Outcome:</p> | <p>Group Contracts</p> <p>Planning sheets</p> <p>Rehearsal Schedules</p> | <p>Formal Assessment 1</p> <p>It is at the teacher’s discretion if you wish for all groups to watch one group performing at a time or whether you wish to go around each group whilst the other groups continue to rehearse – this</p> | <p>Key Words: Performance Assessment Strengths Improvements Communication</p> | This lesson requires pupils to apply their acting skills to share their |

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| | Pupils perform confidently as a group. | | <p>may depend on space or numbers in the class.</p> <p>This lesson is intended for pupils to share their pieces so far and for the teacher (and potentially peers) to provide detailed feedback. Feedback should be shared verbally with the each group and then a print out of the dictated notes should also be issued. The print out should include space for the pupils to log how they intend to act upon the advice they have been given.</p> <p>Once pupils have been assessed they can use any remaining time to action plan from their feedback and rehearse.</p> | <p>Meaning</p> <p>I Can, I Will: Risk Taking. Pupils may feel nervous about performing and sharing their work. They will need to push themselves and 'go for it' in their performance to fully succeed.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | progress in devising so far. |
| 21 | <p>Objective: To work collaboratively in a group to create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Group Contracts</p> <p>Planning sheets</p> <p>Rehearsal Schedules</p> <p>Teacher feedback notes</p> <p>H:\2020-2021\Year 10 Devising\Portfolio Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p>Rehearsal 5 Formal Assessment 1 (reworking)</p> <p>Some groups may still need to complete their Formal Assessment 1 during this lesson.</p> <p>First priority should be for the pupils to reflect on the teacher feedback provided for Formal Assessment 1. They should be actively adapting their piece and performances to make further progress.</p> <p>Pupils should then continue with their schedules.</p> <p>HW: Complete Devising Checklist Section 2 Task 3.</p> | <p>Key Words: Rehearsal Improvements Developments Strengths Communication</p> <p>I Can, I Will: Potentially all seven.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | See lesson 17. |
| 22 | Objective: To work collaboratively | <p>Group Contracts</p> <p>Planning sheets</p> | <p>Rehearsal 6 Formal Assessment 1 (reworking)</p> | <p>Key Words: Rehearsal Improvements</p> | See lesson 17. |

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| | <p>in a group to create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Rehearsal Schedules</p> <p>H:\2020-2021\Year 10 Devising\First Rehearse PPT.pptx</p> | <p>First Rehearse – Chorus/Choral Speech or Role Reversal</p> <p>See lesson 21 for information.</p> | <p>Developments Strengths Communication Chorus Choral Speech Role Reversal</p> <p>I Can, I Will: Potentially all seven.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | |
| 23 | <p>Objective: To create aspects of the portfolio (Section 2) to explain the devising process and journey undertaken so far.</p> <p>Outcome: Pupils are analytical and evaluative in their written work about Section 2.</p> | <p>Planning Sheets</p> <p>Rehearsal Schedules</p> <p>Notes from rehearsals and previous homework tasks</p> <p>H:\2020-2021\Year 10 Devising\Portfolio Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p><i>Tables and chairs or access to computers will be needed for this lesson.</i></p> <p>Section 2 Portfolio Pupils should be allocated this lesson time to enable them to work on developing Section 2 of the Portfolio. They should use this time to reflect on the feedback given for tasks 1 and 2 (and possibly 3) that have been returned to them by the teacher with general comments for development.</p> <p>All work should be saved via Office 365.</p> | <p>Key Words: Section 2 Portfolio Checklist Analysis / Analyse Evaluate / Evaluation</p> <p>I Can, I Will: Resilience. Pupils will need to be able to process lots of different pieces of information and sources to help develop a strong portfolio.</p> <p>Cross-Curricular: Literacy/English – presenting their thinking in a written format. ICT – using technology to help them document their devising journey.</p> | <p>Pupils will need to apply their understanding from Section 1 in order to continue to develop a quality portfolio.</p> |
| 24 | <p>Objective: To work collaboratively in a group to</p> | <p>Group Contracts</p> <p>Planning sheets</p> | <p>Rehearsal 7 First Rehearse – Prologue/Epilogue or Cross-Cutting</p> | <p>Key Words: Rehearsal Prologue Epilogue</p> | <p>See lesson 17.</p> |

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| | <p>create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Rehearsal Schedules</p> <p>H:\2020-2021\Year 10 Devising\First Rehearse PPT.pptx</p> <p>H:\2020-2021\Year 10 Devising\Portfolio Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p>See lesson 17 for information.</p> <p>HW: Complete Devising Checklist Section 2 Task 4.</p> | <p>Cross-Cutting</p> <p>I Can, I Will: Potentially all seven.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | |
| 25 | <p>Objective: To work collaboratively in a group to create practical work.</p> <p>Outcome: Pupils adhere to their contracts and work successfully to develop a piece further.</p> | <p>Group Contracts</p> <p>Planning sheets</p> <p>Rehearsal Schedules</p> | <p>Rehearsal 8</p> <p>Pupils work through their plans for this session according to their Rehearsal Schedules.</p> <p>They will need to be told that the next two lessons will involve technical rehearsals and they should therefore make sure that know what they want for their pieces.</p> | <p>Key Words: Rehearsal Technical</p> <p>I Can, I Will: Drive. Pupils will need to be driven to complete their rehearsals effectively and consider the technical demands.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | See lesson 17. |
| 26 | <p>Objective: To explore lighting and sound cues in order to enhance a performance.</p> | <p>Access to lighting and sound equipment for the pupils</p> <p>H:\2020-2021\Year 10 Devising\Portfolio</p> | <p>Technical Rehearsal</p> <p>Each group should pair up with another buddy group in order to work any lighting and sound cues they each have.</p> <p>Each group to be allocated a time slot to rehearse a cue-to-cue with the lighting and sound.</p> | <p>Key Words: Technical Rehearsal Lighting Sound Cue-to-cue</p> <p>I Can, I Will:</p> | Pupils will be utilising the prior learning from all the lessons in this unit to be successful in this lesson. |

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| | <p>Outcome: An effective technical rehearsal has taken place for each group.</p> | <p>Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p>All other groups to continue to rehearse during this time where possible.</p> <p>HW: Complete Devising Checklist Section 2 Tasks 5 and 6.</p> | <p>Resilience. This lesson may have a highly charged atmosphere as lots is happening and pupils are preparing for their final assessment. Pupils will need to keep calm and continue to work during the lesson, irrespective of what else may be happening around them.</p> <p>Cross-Curricular: Media Studies – lighting and sound composition.</p> | |
| 27 | <p>Objective: To explore lighting and sound cues in order to enhance a performance.</p> <p>Outcome: An effective technical rehearsal has taken place for each group.</p> | <p>Access to lighting and sound equipment for the pupils</p> | <p>Technical Rehearsal This lesson is included in case not all groups have the opportunity to complete a cue-to-cue during lesson 26.</p> <p>Pupils can further explore the technical elements if required. If not, the lesson should be used for final rehearsals.</p> | <p>Key Words: Technical Rehearsal Lighting Sound Cue-to-cue</p> <p>I Can, I Will: Initiative. Pupils will need to identify how to most effectively use the time they have.</p> <p>Cross-Curricular: Media Studies – lighting and sound composition.</p> | <p>See lesson 26.</p> |
| 28 | <p>Objective:</p> | <p>Access to lighting and sound</p> | <p>Final Performances (Formal Assessment 2)</p> | <p>Key Words: Assessment</p> | <p>This is an assessment</p> |

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| | <p>To share pieces communicating their artistic intention effectively.</p> <p>Outcome: Pupils have effective rapport, a clear narrative and convey meaning.</p> | <p>equipment for the pupils</p> <p>Video camera/SD card and tripod to record evidence.</p> <p>Running order</p> <p>H:\2020-2021\Year 10 Devising\Portfolio Checklists - Yr10 Mock\Devising Checklist Section 2 Yr10 Mock.docx</p> | <p>Allow pupils a short amount of time to get themselves prepared for their assessment.</p> <p>Ask all the pupils to form an orderly audience and then begin the assessments.</p> <p>Run this like a GCSE exam, asking pupils to say their names and character in a line-up prior to starting and recording the evidence of their work.</p> <p>HW: Complete Devising Checklist Section 2 Task 7.</p> | <p>I Can, I Will: Drive. This is the pupils' opportunity to show the quality of their efforts.</p> <p>Cross-Curricular: SU4L/Social Sciences – content depending.</p> | <p>lesson and therefore a culmination of all the prior learning that has taken place in this unit.</p> |
| 29 | <p>Objective: To identify the strengths and areas to improve in an assessed performance.</p> <p>Outcome: Pupils have clear targets for future development.</p> | <p>H:\2020-2021\Year 10 Devising\Lesson 29 Evaluating Final Performances</p> <p>Videos of pupils' performances</p> <p>H:\2020-2021\Year 10 Devising\OCR Devising Drama Criteria.docx</p> | <p>Watch performances and evaluate final performances</p> <p>As pupils enter the teaching space they should copy out the table and begin to complete it with notes about their final assessment.</p> <p>Explain that pupils need to complete a written evaluation of their final pieces and that this is Section 3 of the portfolio.</p> <p>Share the videos of each group, getting pupils to add to their notes.</p> <p>Once pupils have watched their pieces, they should then be directed to look at</p> | <p>Key Words: Evaluation Analysis Section 3 Assessment Performance Acting</p> <p>I Can, I Will: Curiosity. Pupils will need the ability to look at themselves in a different way. They will need to be analytical and evaluate their skills and the achievements of their working group.</p> <p>Cross-Curricular:</p> | <p>This is an assessment lesson and therefore a culmination of all the prior learning that has taken place in this unit.</p> |

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| | | | <p>the assessment criteria. They should decide which band and what score they feel they have achieved for each of the assessment strands.</p> <p>The notes should then be used to help pupils compile a full, analytical evaluation of the final piece. (The four boxes from the tables should be written up in detail in the number order).</p> <p>If this is not complete by the end of the lesson – pupils must complete this for homework as it forms an essential part of the overall assessment for this unit.</p> <p>NB: The class teacher will need to have the assessment data ready for the next lesson as pupils will need this.</p> | SU4L/Social Sciences – content depending. | |
| 30 | <p>Objective: To identify how to be successful in the Devising Drama component.</p> <p>Outcome: Pupils are clear about their strengths and provide advice</p> | <p>H:\2020-2021\Year 10 Devising\Lesson 30 Reflecting on lessons learnt\Lesson 30 Reflecting on Lessons Learnt.pptx</p> <p>H:\2020-2021\Year 10 Devising\OCR</p> | <p>Reflections of lessons learnt As pupils enter, they should be prompted to submit their copies of Section 3 (if they haven't already done this prior to the lesson).</p> <p>Using the PPT slide, encourage pupils to think about how they would provide advice to other pupils for the 'Devising Drama' unit. They have a maximum of 280 characters but should aim to use Twitter's old allowance of 140.</p> | <p>Key Words: Evaluation Assessment Analysis Reflection Progress</p> <p>I Can, I Will: Reflectiveness. Pupils are having to be objective in reflecting on what they have achieved and how they can now further evolve their skills.</p> | This reflection allows pupils to identify how their learning has developed and what they need to do in order to move forward in their actual GCSE coursework assessment. |

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| | <p>for achieving highly.</p> | <p>Devising Drama Criteria.docx</p> | <p>Once they have their Tweet, they should place it in a designated area. When all tweets are presented, ask pupils to select another 'user' and explain why they would 'retweet' their message. This could be extended further by asking pupils which hashtags could be applied.</p> <p>Issue pupils with their practical performance grades. How does this compare with what they thought? Why? Link with the assessment criteria.</p> <p>Following this activity explain that pupils are now going to create a resource to help them achieve their very best in the actual Devising Drama coursework which they will be undertaking next. Suggested formats could include: a checklist, top tips, leaflet, letter to themselves – they can present this information however they wish but it must provide evidence that they have reflected on their progress and are considering all the feedback they have been given.</p> <p>Whilst the pupils are completing the above task – the teacher can have brief one-to-one meetings with each pupils to discuss their progress and areas for development.</p> | <p>Cross-Curricular: Literacy – communicating their ideas clear. Art – presenting work in a visually engaging way.</p> | |
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