

Scheme of Learning

Curriculum area: Drama

Key Stage: 4 – Year 9

Unit/Topic Title: Performance Exam Practice

Lesson	<u>Objective and Outcome</u>	<u>Lesson Content</u> <u>(specific resources hyperlinked)</u>	<u>Assessment</u>	<u>Notes, Resources and Cross Curricular</u> <u>IEU/Covid links</u>	<u>Prior Learning</u>
1	<p>Objective – Introduce the mock performance text</p> <p>Outcome – as a class, students will read the play being used for the mock performance piece</p>	<p>This scheme of learning will have to remain general as the text used will change each year, depending on the cohort. Examples of previous texts have been –</p> <p>The Curious Incident - Policeman/Christopher scene or Christopher/Mrs Alexander scene</p> <p>Chatroom – This was not very successful as there was not enough opportunity for movement and the group proved too large.</p> <p>Whatever text is chosen pupils need to be able to work on a duologue scene which is about 3 mins in length. This is a shorter version than the actual exam so only one scene needs to be covered.</p> <p>Explain to students this is a practice of their performance exam. They will need to prepare a duologue performance and will be assessed against the exam criteria. They will need to complete the concept pro forma. Question one should be 400 words and the others 250 words. This is less than the actual pro forma but will give them an idea of what needs to be completed.</p>	<p>Teacher to clarify the themes and issues of the script. Discuss style and genre, point out key aspects of the characters, explain any language students may not be familiar with.</p>	<p>I Can I Will – Curiosity – Students will need to explore a new text</p> <p>Cross curricular – Scripts are also studied in English. Depending on the text there may be links to other subject areas owing to the themes, issues or period of the text.</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/guides/zng7kmn/revision/1</p>	<p>Students have done script work on Blood Brothers and will have explored how to study a character from a text</p>

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		<p>In the lesson the chosen text will begin to be read.</p> <p>HWK – Research about the play, the background of the playwright and previous performances of the text to inform question one of the concept pro forma. This research should be written up into a paragraph which explains why the play is going to be demanding for them as an actor to perform.</p>			
2	As last lesson	<p>This lesson will also be used to read the script but most plays can be read in tow hours so this should be the last session.</p> <p>In the lesson pairs should be allocated or chosen by the students at the teacher’s discretion and the extract to be performed should be chosen (if there is more than one option) or explained. Students should cast their parts and be told to begin learning lines immediately. Some line learning should occur on a daily basis. There are line learning apps that can be used – some of these cost money if a student chose to try this it would be up to them which to use.</p> <p>Share with the students the GCSE performance criteria so they will know what they are being assessed on.</p>		<p>Line learning help – https://dramaresource.com/12-tips-for-learning-lines/</p> <p>I Can I Will – As last lesson</p> <p>Cross curricular – As last lesson</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/guides/zqn4mp3/revision/1</p>	As last lesson
3	<p>Objective – to begin rehearsal of the performance script</p> <p>Outcome – Students will have considered and noted the</p>	<p>Instruct students, no matter what style or genre of script they are working on, to study their scene and apply Stanislavski’s system to the text. Firstly, they need to consider the Given Circumstances of the text as a whole and of their scene, then apply Units and Objectives to the scene. Secondly, they need to consider their characters overall objective in the whole play and be aware of where their scene fits within the text as a whole. Annotations should be</p>		<p>Help can be found here – https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</p> <p>I Can I Will – Reflectiveness – students will need to reflect on their scene and the play as a whole to apply the areas of the system</p>	<p>Students have rehearsed work from scripts on previous occasions and have used the elements of the system that they need to apply</p>

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	units and objectives for their scene	made on the script when the units and objectives have been decided upon. Discuss the following Stanislavski quote with the class 'If you know your characters thoughts, the appropriate bodily actions will naturally follow'. Impress upon them the importance of knowing what their character is thinking for every line of dialogue. Sometimes what they are thinking is very different from what they say.		Cross curricular - Music and dance both require students to rehearse and practice their performances IEU/Covid https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1	
4	Objective – Rehearse scene to develop characterisation applying Units and objectives Outcome – students will rehearse and gradually develop their performance	This lesson should be given purely for the students to rehearse and apply the ideas from what they have done on the system so far. Research HWK should be submitted this lesson. HWK – Note down their ideas on how they want the scene to be performed and why. This should be their interpretation of the meaning of the play, the authors intention, how that can be seen in the extract they are performing and how they imagine interpreting that. Note down how they are currently using voice and movement to play their role and why they have chosen to do it this way.	Teacher should monitor to ensure they remain on task	I Can I Will – Risk taking – they will need to take a risk and start developing their interpretation of their role. Cross curricular – As above IEU/Covid https://www.bbc.co.uk/bitesize/guides/zfcmd6f/revision/1	Students have performed from script throughout drama and have studied naturalistic acting skills. They have applied these techniques to Grounded earlier in the year.
5	Objective – Rehearsal to develop performance with some teacher feedback Outcome – Students will rehearse as well as act on the	This lesson should also be rehearsal but during the lesson the class teacher should see each pairs performance (or some of each pair depending on class size) and give some general feedback on the areas for improvement. This should be in the form of questions for the pairs to think about.	Teacher should watch some or all of each performance	I Can I Will – Flexibility of mind – to take on board teacher feedback and think about the questions posed Cross curricular – As lesson 3 IEU/Covid https://www.bbc.co.uk/bitesize/guides/zfcmd6f/revision/1	As above including that students have experience of teacher feedback and responding to advice regarding practical work

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	advice given about what needs to be a focus of their rehearsals.				
6	<p>Objective – To improve the vocal characterisation of the role</p> <p>Outcome – Students will undertake voice work activities and apply what they learn to the script</p>	<p>Use the techniques at the end of the characterisation PDF on the T:drive and choose some voice activities to do at the start of today's rehearsal. Use a line of dialogue from the script for the activities.</p> <p>Students should then apply what they have explored to their scene.</p> <p>Remind students of the need to have costume for their character and to bring in props that should help.</p>	Monitor the student's success and engagement with the voice tasks as well as their ability to apply this to their work	<p>I Can I Will – Resilience – they will need to be resilient as voice work is difficult and they will need to try hard to apply it</p> <p>Cross curricular – As lesson 3</p> <p>IEU/Covid</p>  <p>Characterisation exercises.pdf</p>	Students have covered vocal characterisation when studying Blood Brothers
7	<p>Objective – To deepen their understanding of their role</p> <p>Outcome – students will apply their greater understanding of their role to their rehearsal of their scene.</p>	<p>In this lesson students should undertake a Hot-Seating activity and do an improvisation off text to explore their character to develop an understanding of their thoughts and attitudes. It is vital that they are in role for these activities to be of benefit.</p> <p>They should then apply what they have learned about their character to their rehearsal.</p> <p>HWK – They should add how they have developed their understanding of their role and the techniques they have used to do this to their concept pro forma work</p>	Monitor to ensure students are focused in role and are attempting the characterisation tasks seriously.	<p>I Can I Will – Drive -students will have to be driven and focused to maintain their role during improvisation activities.</p> <p>Cross curricular – As lesson 3</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/guides/zjxbnrd/revision/1</p>	Students have experience of Hot seating and improvisation off text
8	Objective – to further develop the performance to get closer to	This is a rehearsal lesson where students should focus on developing the quality of their performance.	Monitor to ensure students have got movement as their focus	I Can I Will – Reflectiveness - Students will need to reflect on how movement can communicate meaning and be used with purpose	Students have covered movement skills and how to apply them to script in other lessons

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	<p>performance standard.</p> <p>Outcome – students will rehearse their scene ready for a dress rehearsal next lesson</p>	<p>Tell the students to focus on movement this lesson. Movement should have purpose and be communicating something about the characters emotions, inner feelings, feelings about the other character or the meaning of the text. Remind them of the Stanislavski quote.</p>		<p>Cross curricular – As lesson three</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/guides/zd2vhbk/revision/1</p>	<p>during the Drama course</p>
9	<p>Objective – Complete concept pro forma</p> <p>Outcome – Students will have a computer-based lesson to type up their concept pro forma and email it or share it via 365 with staff.</p>	<p>During this lesson students should be given time to finish typing up their concept pro forma onto the electronic template. They should have their notes and work done so far to go from.</p> <p>Whatever is completed at the end of the lesson needs to be emailed to the class teacher or shared via Office 365 so that it can be assessed against the GCSE criteria.</p>	<p>Teacher to monitor progress and to answer questions to guide the students to the best standard of work possible</p>	<p>I Can I Will – Drive – Students will be encouraged to have drive to ensure work is completed as they will need to focus</p> <p>Cross curricular – Links to practical subjects where they have to support practical choices</p> <p>IEU/Covid</p> <p></p> <p>Concept Pro forma examples.pdf</p>	<p>Students have had experience of commenting on why they have made choices about the way they are performing</p>
10	<p>Objective – Dress rehearse to know final improvements for performance assessment</p> <p>Outcome – students will all perform their scene and receive written</p>	<p>During the lesson students will do a dress rehearsal performance. They will use props and costume as they will need to in the actual assessment to gain a good idea of what they need to work on to attain an improved standard.</p> <p>The intention is also to make the experience of the actual assessment easier having been through it.</p>	<p>Give written feedback to each pair. This is not allowed in the actual exam performance process</p>	<p>I Can I Will – Resilience – Students will need to be resilient to cope with the formal assessment and accept the feedback to improve their work</p> <p>Cross curricular – As lesson 3</p> <p>IEU/Covid</p>	<p>Students have performed for the teacher previously and will be used to performing in front of the class on a regular basis</p>

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	feedback (this is not permissible in the actual exam work) as well as peer comments			 Characterisation exercises.pdf If you are not in the lesson today, make sure you have thoroughly developed your character using these exercises	
11	Objective – Polish finalised piece for performance assessment Outcome – Students undertake final rehearsals	This is the final rehearsal lesson where students will be given the lesson time to act on the feedback from last lesson. They should still be using costume and props in their rehearsals.	Teacher to monitor focus on the task and answer any questions to clarify feedback comments	I Can I Will – Initiative – Students will need to use initiative to think about how they can act on the feedback to make most impact on their work Cross curricular – As lesson 3 IEU/Covid https://www.bbc.co.uk/bitesize/guides/zrisxyc/revision/1 For the above link, apply these ideas to evaluation of your own work and considering what needs to be improved before final performance	Students are using feedback from last lesson to inform their work
12	Objective – Performance lesson Outcome – students will perform their work to the class and be assessed	Students will perform their work in a way as similar to the actual exam. They will not come into the room one at a time but other elements (position of assessor, notes being made, performance recorded etc) will be the same as the exam.	Assess the performances against the GCSE criteria	I Can I Will – Drive – they will need drive to perform to the best of their ability Cross curricular – As lesson 3 IEU/Covid	Students experienced the dress rehearsal a lesson previously

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	against the GCSE criteria				
13	<p>Objective – Students consider how they can improve for the actual assessment</p> <p>Outcome – Students will watch back their performances and reflect on their process. They will give themselves the mark they think they deserve to be compared to the teacher assessment and evaluate both their performance and process</p>	<p>Students will take it in turns to watch back their performances so that the rest of the class is working while one pair reviews their work.</p> <p>All pairs should reflect on the quality of their research and concept pro forma work and make notes about what could be improved.</p> <p>All pairs should reflect on the way they rehearsed and the effort they went to in order to develop the performance and make notes on what they could do to improve.</p> <p>When they have watched their performance, they should make notes on the quality of their practical work and what they want to do better next time.</p> <p>Based on this they should write a 'Do and Don't' list for themselves to look at when they start the actual exam performance work.</p>	<p>Teacher to monitor class while other are watching back performances.</p> <p>Teacher to put together marks for Concept pro forma and performance and give students an overall mark and the equivalent grade by the next lesson.</p>	<p>I Can I Will – Reflectiveness – students need to be able to reflect on all aspects of how they have developed their performance in order to work better next time</p> <p>Cross curricular – Music, Dance Media studies – these subjects need to reflect on the quality of their practical work</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/guides/zrjsxyc/revision/1</p> <p>For the above link, apply these ideas to evaluation of your own work and considering what went well and what could have been improved about your performance</p>	<p>Students have evaluated their performance work previously and are building on this to do so in more depth and with more objectivity</p>