

**Scheme of Work 2020 - 2021**  
**Subject: Drama**

**Year Group: 7**  
**Specification: KS3 Drama**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Stretch and Challenge – Extension Task	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
3/9/20	Music					
7/9/20	Music					
14/9/20	Music					
21/9/20	Music					
28/9/20	Music					
5/10/20	Music					
12/10/20	Music					
19/10/20	Music					
26/10/20	<b>Half term</b>					

<p>2/11/20</p>	<p><b>Elements that create successful theatre</b></p>	<p><b>Lesson Overview and Tasks</b></p> <p><b>Starter/Intro</b></p> <ul style="list-style-type: none"> <li>• Explain that for the next 6 weeks we will be looking at How to create successful theatre.</li> <li>• Bombs and Shields – clearly explain rules before they move.</li> </ul> <p>Q. Which point the most exciting? Q. When did it reach a climax?</p> <p><b>Development</b></p> <p>Give 30 sec TPS to answer the question – What is a scene?</p> <p>Write suggestions from students on the board.</p> <p>Refer to objective – creating a well-structured scene.</p> <p>Introduction to scene structure. Q. What information should we find out in the beginning, middle and end?</p> <p><b>TASK:</b> Students create 3 Still Images</p> <ol style="list-style-type: none"> <li>1. (Beginning) People waiting at the Bus Stop</li> <li>2. (Middle) Someone fainting</li> <li>3. (End) Student choice – they decide how it could end.</li> </ol> <p><b>TASK</b> – The students must now add dialogue and movement to create a well-structured scene. You could structure this by everyone in the group creating one line of dialogue that helps to</p>	<p>Q. Which point the most exciting?</p> <p>Q. When did it reach a climax?</p> <p>Q. What information should we find out in the beginning, middle and end?</p>	<p>Formative performance</p> <p>Verbal peer/teacher feedback assessment</p>	<p>H/W: Research: Find out what 'Marking the moment' is in drama.</p>	<p>Literacy</p> <p>So6 Sp2 M2 C3 Sp5</p>
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		<p>communicate the story to the audience – even better if they are in character.</p> <p>Give the groups 10 minutes rehearsal time.</p> <p><b>Plenary:</b> Watch and evaluate. Q. How did the scene having a clear structure make the scene interesting?</p> <p>Feedback should be based on Component 1 Criteria</p>				
9/11/20	<b>A moment of Significant Action in performance</b>	<p><b>Starter/Intro</b></p> <p>Starter Task – groups of 5 – Still Image titled – ‘Oh my gosh, he’s proposing!’ (Or something similar)</p> <p>Gather class around whiteboard. Q. What was the Significant Action in that Still Image?</p> <p>Explain objective – To mark a moment of Significant Action.</p> <p>Q. What could ‘Marking the Moment’ mean in drama? Q. How can we mark the moment?</p> <p>Teacher to mind map ideas on the Whiteboard.</p> <p>Do not move on until students have grasped this concept.</p> <p><b>Development</b></p> <p>TASK:</p>	<p>Q. What was the Significant Action in that Still Image? Q. What could ‘Marking the Moment’ mean in drama? Q. How can we mark the moment?</p> <p>Q. How are you going to make it the most important part of the scene?</p>	<p>Formative performance</p> <p>Verbal peer/teacher feedback assessment</p>	<p>Find out what ‘Thought tracking’</p>	<p>Literacy</p> <p>So6</p> <p>Sp2</p> <p>M2</p> <p>C3</p> <p>Sp5</p>

		<p>In groups of 5 – create a scene with a significant action. You are to Mark a Moment of Significant Action using drama skills.</p> <p>Student should have planning time where they decide on the setting and which part is the most important. Then feedback to the class.</p> <p>Q. How are you going to make it the most important part of the scene?</p> <p>10 Minutes rehearsal time</p> <p>Peer assess - pair up groups to watch each other and improve their work.</p> <p><b>Plenary</b></p> <p>Groups explain improvements suggested for their groups.</p> <p>Watch performances.</p> <p>Q. Have they listened to advice given by other groups?  Q. Did it help having an outside eye?  Q. How did they Mark the Moment?</p>	<p>Q. Have they listened to advice given by other groups?  Q. Did it help having an outside eye?  Q. How did they Mark the Moment?</p>			
16/11/20	<p><b>Perspective can change the outcome of a story</b></p>	<p><b>Starter</b>  Starter Task: Students in groups of 4/5 and discuss the story of Little Red Riding Hood.  Task: To create 3 still images showing the most important points of the story.  Perform a couple and evaluate.  Q. How did you decide which 3 moments to pick?  Why are they most important?</p>	<p>Q. How did you decide which 3 moments to pick? Why are they most important?</p>	<p>Formative performance  Verbal peer/teacher feedback assessment</p>	<p>Doddle learn activity</p>	<p>Literacy  So6  Sp2  M2  C3  Sp5</p>

		<p><b>Development</b>  Task: turn those still images into a scene.  Stop the group after about 2 minutes of practical work. Introduce perspective  TPS what does perspective mean?  Q. Whose perspective did you start to tell the story from?  Task: To tell the story of Little Red Riding Hood from another characters perspective e.g. the wolf or Grandma or the woodcutter. Students are NOT allowed to tell the story from Little Red's perspective).  Students should think about what impact changing the perspective has on the delivery of the story.  <b>Plenary</b>  Perform and evaluate scenes.</p>	<p>What does perspective mean?   TPS what could thought tracking mean in drama?</p>			
23/11/20	Theatre using a stimulus	<p><b><u>Starter/Intro</u></b>  Students enter the classroom and sit down groups of five in their own space.  Set expectation and explain that you will assess your ability to create successful piece of theatre.  Explain that today they will be creating a successful piece of theatre using a stimulus.  Q. Ask what is a stimulus? Make sure you establish this before moving on.  <b><u>Development</u></b>  Task: Teacher should give each group a different stimulus (This can be anything from an object to something in an envelope or a video clip).</p>	<p>What could you do to make this more effective?</p>	<p>Formative performance   Verbal peer/teacher feedback assessment</p>	<p>Doddle learn activity</p>	<p>Literacy  So6  Sp2  M2  C3  Sp5</p>

The students will have 10 mins to come up with 3 possible ideas for a story. You could set this as a challenge if you wish.

You could use the RESOURCE LED LESSON here.

Stop after 10 mins and share ideas to the class – you could use this as a teaching point about working collaboratively.

Gather around the whiteboard – thought shower – what makes good theatre?

Set Assessment Task: To create a successful piece of theatre, using a stimulus. Each person in the group must have a clear role and you must work together as a group. You will complete a rehearsal blog in your books, alongside the practical work.

10 mins planning and rehearsal time.

**Plenary**

Setting of rehearsal blog. Use Rehearsal Blog Help sheet.

There will be three tasks to complete; one to be completed each week.

1) Response to Stimulus

		<p>2) Process 3) Performance</p> <p>Students must write in full sentences and encourage them to use subject specific vocabulary.</p> <p>You will need to check the students have completed this each week but you do not collect it in until the final week. This must be seen as a process so set a deadline each week. Student must not just complete it as an afterthought.</p>				
30/11/20	Rehearsal	<p><b><u>Starter/Intro</u></b> 10 mins rehearsal time.</p> <p><b>Development:</b></p> <p>Stop the group and ask them to think about their characterization. You could add a short characterization workshop in at this point in the lesson.</p> <p>More rehearsal time – make sure you intervene with any groups that are struggling early on.</p> <p><b>Plenary:</b> Discussion</p>	What other skills could you use?	Formative performance  Verbal peer/teacher feedback assessment	Doddle learn activity	Literacy So6 Sp2 M2 C3 Sp5
07/12/20	Assessment	<p><b><u>Starter/Intro</u></b> 10 mins rehearsal and reminded of assessment criteria.</p> <p>Teacher to assess using the Communication and Vocal and Physical Skills criteria for Component 1</p>	What other skills could you use?	Formative performance  Verbal peer/teach	Doddle learn activity	Literacy So6 Sp2 M2 C3 Sp5

				er feedback assessment		
<b>14/12/20</b>	<b>Assessment</b>	<u><b>Starter/Intro</b></u> 10 mins rehearsal and reminded of assessment criteria.  Teacher to assess using the Communication and Vocal and Physical Skills criteria for Component 1		Summative Assessment	Digital Theatre review	Literacy So6 Sp2 M2 C3 Sp5
<b>21/12/20</b>	<b>Christmas</b>					
<b>28/12/20</b>	<b>Christmas</b>					