

Scheme of Work 2020 - 2021

GCSE Drama

Year Group: 11
Specification: Edexcel

Lesson No	Topic/Unit	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1-3	Preparation for Comp 2	<ul style="list-style-type: none"> Identify own strengths and weaknesses in group work To refresh performing techniques and encourage confidence in creating and performing in preparation for Comp 2 Be able to perform a scene from history Be able to confidently take on a character from a different time, clearly demonstrating when they come from Consider how some historical figures might be 	<ul style="list-style-type: none"> Alphabet recital of key terminology Student modelling given scenario using the alphabet as framework. Main Task - Split into groups of 4 – change of scenario Groups rotate round – change of scenario All groups perform at the end Plenary – Peer Assessment on performances <p>-----</p> <ul style="list-style-type: none"> Think of three historical people who you feel have made an impact. (Both positive and negative) Class discussion, Who is the most important historical person you know? Using the historical figures from your starter, discuss as a class and vote who the three most important historical figures are. Individually you are to create a short monologue as ONE of the historical figures, without saying who they are. Read and perform them to the class, whilst the audience try to guess who they are. 	A02 Apply theatrical skills to realise artistic intentions in live performance		S07, SO8, M1, M3, C1, C2, C3, C5, C6, C9, SP1, SP2, SP3, SP5, SP9, SP10.

		<p>seen as good by some and bad by others</p> <ul style="list-style-type: none"> • Take on roles as different historical figures <ul style="list-style-type: none"> • Revisit Physical Theatre • Consider how people acted differently through history 	<ul style="list-style-type: none"> • In groups of 4-5, create a scene where their chosen figures are stuck in a lift with each other. • What sort of things do they say to each other? Who gets on with who? • Perform to the class. • Extension task: Experiment with different accents to show who, when and where the historical figures are. • Plenary – Peer Assessment on performances <hr/> <ul style="list-style-type: none"> • What is your initial response to this picture? What does it represent? • Class Discussion: What examples can you think of for time travel in media (TV, Theatre, Films, Books) • Discuss in pairs which time you would travel back to if you could choose any time in the last 2000 years. • In groups of 4-5, Design your own time machine, using only your bodies. Which theatre style is that? • In the same groups, choose one period of time they would like to travel to. • Show a scene of how life was in these times • Reverse the task! People from the period of time they have just visited, have now visited today's Pitsea/Basildon. • How do they react to the changes? 			
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4-5	Introduction to Comp 2 Blood Brothers		Watch Act 1 & Act 2 of 1989 recorded performance of Blood Brothers.	A02 Apply theatrical skills to realise artistic intentions in live performance	
6	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to develop and realise work for performance as a theatre maker 	<ul style="list-style-type: none"> Introduction to Component 2. Recap and quiz on GCSE components. Hand out comp 2 booklets. Practical exploration of Mickey and Eddie duologue. Perform and feedback 	A02 Apply theatrical skills to realise artistic intentions in live performance	<ul style="list-style-type: none"> Copies of extracts from performance texts on Doodle
7	Performance from text (Comp 2)	<ul style="list-style-type: none"> What are the main themes in Blood Brothers? 	<ul style="list-style-type: none"> Begin to explore 'Blood Brothers' plot. Recap using synopsis and on Youtube. Stop periodically and probe about themes, character etc. 	A02 Apply theatrical skills to realise artistic intentions in live performance	<ul style="list-style-type: none"> Copies of extracts from performance texts Youtube of Blood Brothers
8	Performance from text (Comp 2)	<ul style="list-style-type: none"> How do the actors show a progression of age through the play? 	<ul style="list-style-type: none"> Continue exploring 'Blood Brothers.' Stop and question about characterisation, particularly in the first half. 	A02 Apply theatrical skills to realise artistic intentions in live performance	<ul style="list-style-type: none"> Copies of extracts from performance texts Youtube of Blood Brothers
9	Performance from text (Comp 2)	<ul style="list-style-type: none"> What are the difficulties with playing a 7 year old? 	<ul style="list-style-type: none"> What was your favourite playground game as a child? Characterisation lesson on how to play a 7 year old. Play child's game focussing on how you would play a 7 year old and physicalize and vocalise that character. Read through and rehearse section of duologue 4. Perform and feedback focussing on characterisation/status/class. 	A02 Apply theatrical skills to realise artistic intentions in live performance	<ul style="list-style-type: none"> Extracts from performance text

10	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the performance of the extracts What are the challenges as a performer? How might you achieve this considering physicality and voice? 	<p>First task - In pairs/small groups use the plot points to create a 2 minute performance of blood brothers.</p> <p>Include a narrator to describe each point and then briefly act it out. It does not have to be serious/naturalistic.</p> <p>Main task -In partners, read through and start blocking/rehearsing one of the following duologues.</p> <ul style="list-style-type: none"> Duologue 2 (Pg 26)- Mrs Lyons and Mrs Johnstone (when Mrs J agrees to give one of her babies to Mrs L. Duologue 4 (Pg 31) – When Mickey and Eddie meet for the first time. (aged 7) 	A02 Apply theatrical skills to realise artistic intentions in live performance	<p>Familiarise yourself with duologues/learn lines.</p> <ul style="list-style-type: none"> Studio/performance space Extracts from performance text
11	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the performance of the extracts 	<ul style="list-style-type: none"> Decide on duologues/monologues to perform in partners. Rehearsals Notes and feedback 	A02 Apply theatrical skills to realise artistic intentions in live performance	<p>Familiarise yourself with duologues/learn lines.</p> <ul style="list-style-type: none"> Studio/performance space <p>Extracts from performance text</p>
12	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the performance of the extracts 	<ul style="list-style-type: none"> Rehearsals Notes and feedback 	A02 Apply theatrical skills to realise artistic intentions in live performance	<p>Familiarise yourself with duologues/learn lines.</p> <ul style="list-style-type: none"> Studio/performance space <p>Copies of extracts from performance texts</p>
13	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the performance of the extracts 	<ul style="list-style-type: none"> Rehearsals Notes and feedback 	A02 Apply theatrical skills to realise artistic intentions in live performance	<p>Familiarise yourself with duologues/learn lines.</p> <ul style="list-style-type: none"> Studio/performance space <p>Copies of extracts from performance texts</p>

14	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the performance of the extracts 	<ul style="list-style-type: none"> Rehearsals Notes and feedback <p>Complete character intention sheets as if real component 2.</p> <ul style="list-style-type: none"> Dress rehearsal – Perform one duologue of whole class. Duologue least secure with. <p>Notes and feedback</p>	A02 Apply theatrical skills to realise artistic intentions in live performance	Gather any props/costumes needed for duologues.	
15	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand how to realise the performance of the extracts 			<ul style="list-style-type: none"> Studio/performance space Copies of extracts from performance texts <p>Extracts from performance text</p>	

October Half Term

16	Performance from text (Comp 2)	<ul style="list-style-type: none"> To understand the Context of the entire play 	<ul style="list-style-type: none"> Teacher led presentation on Context of play and revision workbooks pg34 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook	
					Drama journals	

17	Performance from text (Comp 2)	<ul style="list-style-type: none"> Apply Characterisation and style Understand characters Motives, aims and objectives 	<ul style="list-style-type: none"> Teacher led presentation on Applying characterisation and understanding motivations, aims and objectives of a character and revision workbooks pg40 & pg17 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals
18	Performance from text (Comp 2)	<ul style="list-style-type: none"> Staging and blocking 	<ul style="list-style-type: none"> Teacher led presentation on staging and blocking and revision workbooks pg38 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals
19	Performance from text (Comp 2)	<ul style="list-style-type: none"> Pause and Pitch Tone and Intonation 	<ul style="list-style-type: none"> Teacher led presentation on Pause and Pitch and revision workbooks pg7 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals
20	Performance from text (Comp 2)	<ul style="list-style-type: none"> Clarity and Pace Mood and atmosphere 	<ul style="list-style-type: none"> Teacher led presentation on Clarity & Pace and Mood & Atmosphere and revision workbooks pg8 & pg35 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals
21	Performance from text (Comp 2)	<ul style="list-style-type: none"> Accent and Inflection 	<ul style="list-style-type: none"> Teacher led presentation on Accent and Inflection and revision workbooks pg9 	A02 Apply theatrical skills to realise artistic	GCSE Drama revision workbook

			<ul style="list-style-type: none"> Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	intentions in live performance	Drama journals	
22	Performance from text (Comp 2)	<ul style="list-style-type: none"> Emphasis and Volume 	<ul style="list-style-type: none"> Teacher led presentation on Emphasis and Volume and revision workbooks pg10 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals	
23	Performance from text (Comp 2)	<ul style="list-style-type: none"> Diction and Nuance 	<ul style="list-style-type: none"> Teacher led presentation on Diction and Nuance and revision workbooks pg11 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals	
24	Performance from text (Comp 2)	<ul style="list-style-type: none"> Facial expression and body language 	<ul style="list-style-type: none"> Teacher led presentation on Facial Expression and body language and revision workbooks pg12 Apply and adapt their performances based on what they have learned from the presentation Reflection and planning ahead for next lesson in Drama Journals 	A02 Apply theatrical skills to realise artistic intentions in live performance	GCSE Drama revision workbook Drama journals	
			MOCK EXAMS			

Christmas