

Scheme of Work 2020 - 2021

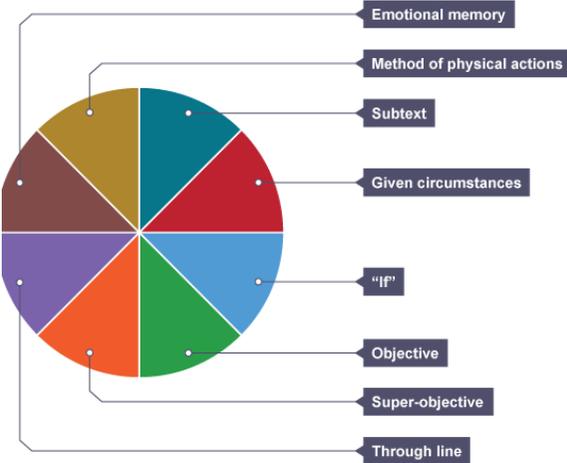
GCSE Drama

Year Group: 10
Specification: Edexcel

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment/ Resources	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1-3	Devising preparation for Comp 1	<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 1 devising 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. 	A01, A02 & A04	Terminology PP Peer Assessment sheets Paper and pen Photograph stimuli	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	Devising (Comp 1)	Understanding the performance outcomes of Comp 1	Look at exam board exemplar performance videos Analyse examiners report for performances	A04	exemplar performance videos
5	Devising (Comp 1)	Understanding the portfolio outcomes of Comp 1	Look at exam board exemplar portfolios Analyse examiners report for portfolios	A04	exemplar portfolios
6	Devising (Comp 1)	What is a stimulus? What should we do to explore stimuli initially?	Re-introduce component 1 Explore difficulties with component in year 9. Remind them of the portfolio/performance weighting. Give them a stimulus. Mind map words/themes/settings/characters in relation to stimulus. Rehearse a short 2 minute scene from that stimulus in small groups of 3. Perform and feedback.	A01 & A04	
7-9	Devising (Comp 1)	Q. What does the expression fourth wall mean in theatrical terms? Q. What is 'Emotion Memory' and how does it help an actor create a believable character/moment on stage?	Stanislavski workshop. Explore : Given circumstances- Magic if Emotion memory. Touch on objectives.	A01, A02 & A04	Stanislavski worksheet in C1 Booklet.

		<p>Q. What is the 'Magic If?'</p>	 <p>Create performance given scenario.</p> <p>Add layers to scenes after each element of the system explored to show students how well his theories worked.</p> <p>Explain how Stanislavski ideas can be used to create a develop scenes in comp 1.</p> <p>Get them to complete Stanislavski worksheet in booklet.</p>			
10-12	<p>Devising (Comp 1)</p>	<p>Q. Give 2 examples of 'Brechtian' (non-naturalistic) explorative strategies.</p>	<ul style="list-style-type: none"> • What are the problems with recreating real life on stage...? <p>Brecht believed that <u>theatre should make people think</u> – not merely for entertainment</p> <p>BREAK DOWN THE 4th WALL!</p> <p>To do this, the audience and actors <u>must not get emotionally involved</u> in what is going on</p>	A01, A02 & A04	Brecht worksheet in C1 Booklet.	

		<p>Q. What does the term multi-rolling mean?</p> <p>Q. What is the idea of verfremdungseffekt?</p> <p>between 'Epic Theatre' and 'Dramatic Theatre?'</p>	<p>Therefore, we must not try to show real life</p> <p>Things have to REPRESENT <u>not</u> BECOME</p> <p>Main task:</p> <p>Create scene</p> <p>A: I am really pleased to see you</p> <p>B: Yes, it is great to see you too</p> <p>A: Can I offer you a drink?</p> <p>B: Oh yes thank you, I would like a coffee</p> <p>A: No problem, I won't be long</p> <p>B: Your house is lovely!</p> <p>A: Thank you! It took us all summer to decorate it</p> <p>B: Well, the effort shows</p> <p>A: Appreciate it! Sugar in your coffee</p> <p>How can we make this non naturalistic. Get them to include:</p> <p style="text-align: center;">Narration</p> <p style="text-align: center;">Non linear order of scenes (cross cutting)</p> <p style="text-align: center;">Multi-rolling</p> <p style="text-align: center;">Humour & Songs</p> <p style="text-align: center;">Placards</p> <p style="text-align: center;">Multi-purpose props</p> <p style="text-align: center;">Audience Participation</p> <p>Get them to complete Brecht worksheet in booklet.</p>			
13-15	Devising (Comp 1)	<p>Q. What is the main aim of 'Theatre of Cruelty?'</p> <p>Q. What mediums did Artaud experiment with</p>	<p>Lights on in theatre with sounds playing and audience in the round to create atmosphere.</p>	A01, A02 & A04	Artaud worksheet in C1 Booklet.	

		<p>to evoke a response from his audience?</p> <p>Q. Why were a lot of Artaud's performances in the round?</p> <p>Q. What was less important to Artaud, compared to other practitioners?</p>	<p>Go through Artaud PP</p> <p>Create a performance exploring Artaud's 'theatre of cruelty'</p> <p>No dialogue as such. Focus on atmosphere and audience feeling/reaction.</p> <p>Get them to complete Artaud worksheet in booklet.</p>			
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October Half term

16-17	<p>Devising (Comp 1)</p>	<ul style="list-style-type: none"> Exploring stimuli <p>How do we respond to stimuli?</p> <p>What can we do to develop a well thought piece of drama?</p>	<p>This lesson should explore question and our initial response to stimuli.</p> <p><u>Devising stage 1: Responding to the stimuli</u></p> <ul style="list-style-type: none"> What stimuli were you given? Describe it in detail What was your initial response to the stimuli and what ideas did it spark in terms of characters, time period, locations, themes, scenes etc? What research did you do following this and what did you discover? Your research should include an investigation of the following: <ul style="list-style-type: none"> Social, historical and cultural contexts (See what these mean on the last page of this booklet) Theatrical conventions Current themes and trends 	A01	Computers	
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			<ul style="list-style-type: none"> - SPECIFIC issues and controversies • How did this research help you to decide the intentions of your piece? In other words, what are your aims? How do you want people to react? What impact do you hope to have on your audience? What ideas & understanding do you want your audience to gain? <p>Give a stimulus and get them to research ideas for performance and feedback to class.</p>			
18-19	Devising (Comp 1)	<ul style="list-style-type: none"> • To develop writing skills and analysis and evaluation skills 	<ul style="list-style-type: none"> • Writing workshop to develop writing, analysis and evaluation skills • Identifying different band exemplar portfolios • Highlighting best practice 	A02 & A04	<ul style="list-style-type: none"> • Exemplars portfolios • Grading Criteria 	
20	Devising (Comp 1)	<ul style="list-style-type: none"> • To understand how to build a portfolio of process evidence 	<ul style="list-style-type: none"> • Group discussion and sharing of portfolio ideas • Skills surgery to support portfolio work 	A01 & A04	<ul style="list-style-type: none"> • Exemplars portfolios • Grading Criteria 	
21-23	Devising (Comp 1)	<ul style="list-style-type: none"> • Complete question 1 of written portfolio 	<ul style="list-style-type: none"> • Writing workshop to develop writing, analysis and evaluation skills • Identifying different band exemplar portfolios for question 1 • Highlighting best practice 	A01 & A04	<ul style="list-style-type: none"> • Exemplars portfolios • Grading Criteria • Computers 	
24-28	Theatre Makers in Practice (Comp 3)	<ul style="list-style-type: none"> • Section A recap in prep for AP's • Section B recap in prep for AP's 	<ul style="list-style-type: none"> • Work through Section A Walking Talking Mock PP 		<ul style="list-style-type: none"> • Comp 3 books • Section A PP 	

Christmas

29	<p>Theatre Makers in Practice (Comp 3)</p> <p>Devising (Comp 1)</p>	<ul style="list-style-type: none"> Reflection on AP 	<ul style="list-style-type: none"> AP1 comp 3 exam papers and marks distributed to students Write comp 3 marks on AP tracker sticker on books Reflect on the marks in relation to your target grade Watch exam board exemplar video 'Perfect' Discuss what you think exemplar intention was? Students re-visit portfolio Q1 in books and discuss how your group will ensure that the intention of your devised pieces is clear. 	A01 & A04	<p>AP1 comp 3 exam papers</p> <p>Comp 3 student books</p> <p>Link for Comp 1 exemplar performance 'Perfect'</p>
30	<p>Devising (Comp 1)</p>	<ul style="list-style-type: none"> How can you identify your intention to an audience? 	<ul style="list-style-type: none"> Starter complete questions from last lesson: Q. What do you think the intention of the student exemplar piece 'Perfect' was? Q. Summarise the intention of <i>your</i> piece You must make sure you have Q1 printed out and stuck in your book. Using the Portfolio Pointers PP, students evidence meeting the checklist criteria for Q1 by highlighting the corresponding sentences. Print and stick in book Practical group work in DS2 	A01 & A04	<p>Comp 1 books</p> <p>Portfolio Pointers PP</p>
31	<p>Devising (Comp 1)</p>	<ul style="list-style-type: none"> Identify the impact of Social Media/Technology 	<ul style="list-style-type: none"> Starter Questions Q. What is the definition of social media? Q. What is the definition of technology? 	A01 & A04	<p>Comp 1 books</p> <p>Additional stimuli:</p> <ul style="list-style-type: none"> Trawler magazine

			<ul style="list-style-type: none"> • How purposeful is your idea and plot line? • Rotate round each table with additional stimuli and write down the impact of each in your Comp 1 book. • Class discussion on impact of each stimuli • Q. Which of these would you like to use as an additional stimuli for ideas? • In your performance group rank the stimuli from most effective to least effective. • Now write how you intend on using this additional stimuli and why. 		<ul style="list-style-type: none"> • The periodic table of digital resilience • One Pound Warriors facebook page • Take a selfie – fake a life photo • Phone tapping/KGB article • Big Brother Concept poster 	
32	Devising (Comp 1)	<ul style="list-style-type: none"> • Practically explore additional stimuli to expand devising ideas 	<ul style="list-style-type: none"> • Reflect on which additional stimuli you chose last lesson • Group Thinking Map on your additional stimuli • Group discussion on what drama skills workshops you could run to experiment your ideas • Workshop your ideas practically • Reflection write up Q. Which workshop did you run today? Q. Who led this? Q. What is your intention? Q. How will you show your intention? 	A01 & A04	Comp 1 books Chosen additional Stimuli	
33	Devising (Comp 1)	<ul style="list-style-type: none"> • Practically explore additional stimuli to expand devising ideas - continued 	<ul style="list-style-type: none"> • Reflect on your additional stimuli • Group discussion on which drama skills workshops you're running today • Workshop your ideas practically • Reflection write up Q. Which workshop did you run today? Q. Who led this? Q. What is your intention? Q. How will you show your intention? 	A01 & A04	Comp 1 books Chosen additional Stimuli	
34	Devising	<ul style="list-style-type: none"> • How to present location, time and 	<ul style="list-style-type: none"> • Starter question: 	A01 & A04	Comp 1 books	

	(Comp 1)	the overall style of your piece	<p>Q. How will your play look and sound to the audience?</p> <p>INTERPRETING LOCATION You need to indicate the location to demonstrate where the scene is set.</p> <ul style="list-style-type: none"> Group discussion on how you would interpret this <p>PRESENTING LOCAITON Q. How will you present your locations?</p> <ul style="list-style-type: none"> Q. What hints will you give to the audience that will indicate and present your intentions? <p>TASK</p> <ul style="list-style-type: none"> Decide which locations and time period are important in your performance. Give two ideas about how you could represent location and time in your initial ideas. <p>PLENARY</p> <ul style="list-style-type: none"> Q. How many locations are there in your piece? Q. How are you showing this? 		PowerPoint	
35	Devising (Comp 1)	<ul style="list-style-type: none"> Presentation preparation 	<p>Starter:</p> <ul style="list-style-type: none"> Write down your plot so far Watch a clip on how to create a 5 minute presentation of ideas. Each person in your group must deliver a part of the presentation. You must include: Working Title of piece Plot overview Which skills you have workshopped What was successful What wasn't successful What have you learned about the process so far Practical rehearsal of one scene to demonstrate after your performance 	A01 & A04	Comp 1 book YouTube clip 'How to create a presentation'	

36	Devising (Comp 1)	<ul style="list-style-type: none"> Present ideas to an audience 	<ul style="list-style-type: none"> Rehearsal of presentation Rehearsal of chosen scene Film presentations in front of the class 	A01 & A04	Video Camera
37	Devising (Comp 1)	Present ideas to an audience	<ul style="list-style-type: none"> Rehearsal of presentation Rehearsal of chosen scene Film presentations in front of the class 	A01 & A04	Video Camera
38	Devising (Comp 1)	<ul style="list-style-type: none"> Watching back presentations 	<ul style="list-style-type: none"> Watch back your presentations. Q. Was your plot line clear? Q. Was your intentions clear? <p>TASK Write down how you could improve WWW and EBI</p> <ul style="list-style-type: none"> Using the practical grading criteria peer assess another group. Exchange peer assessment sheets to learn from Glue in your peer assessment sheets <p>Plenary What do you think you and your group needs to work on next?</p>	A01 & A04	Comp 1 books Video clips Grading Criteria Peer assessment sheets Glue sticks
39	Devising (Comp 1)	<ul style="list-style-type: none"> Q2. Of the portfolio 	<p>Q2. What work did your group do in order to explore the stimuli and start to create ideas for performance?</p> <ul style="list-style-type: none"> Reflect on your notes and peer assessment sheets from last lesson Read through as a class Q2. top band response exemplar Stick it in book <p>Silently read through the work you have completed on Q2 thus far in lesson. Q. The exercise I think would be effective for creating and developing our drama piece is:</p> <ul style="list-style-type: none"> Log on to Teams and update Q2. 	A01 & A04	Comp 1 book Q2 Top Band exemplar Glue Stick Computers

40	Devising (Comp 1)	<ul style="list-style-type: none"> Q2. Of the portfolio 	<ul style="list-style-type: none"> Writing workshop to develop writing, analysis and evaluation skills Highlight each of the grading criteria Create, Develop, Analyse and Evaluate checklist to evidence you have considered each of these areas Highlight your response to Q2 showing where you've covered each grading criteria. Print it off Stick in book 	A01 & A04	Comp 1 book Top band exemplar Grading Criteria Computer (Teams) Glue Stick	
February Half term						
41	Devising (Comp 1)	<ul style="list-style-type: none"> Q2. Of the portfolio 	<ul style="list-style-type: none"> Using Portfolio Pointers PP, tick and comment cross referencing your answer to Q2. Highlight each checkpoint in a different colour to evidence you have considered each of these. Print it off Stick in book 	A01 & A04	Portfolio Pointers PP Computer (Teams) Glue Stick	
42	Devising (Comp 1)	<ul style="list-style-type: none"> How to consider narration and multi-rolling 	<p>Q3. What were some of the significant moments during the development process and when rehearsing and refining your work?</p> <ul style="list-style-type: none"> Distribute countdown calendar. To answer the next question of the portfolio you will need to have a complete play and perform your first run through. You have 4 weeks (8 lessons + lunchtimes/afterschool) Recap on Brechtian techniques Multi-role Q. Why is it an effective way to tell a story? 	A01 & A04	Countdown calendar Comp 1 book	

			<p>Q. How can this be effective through the use of costume?</p> <p>Q. How can this be effective through the use of physical/vocal skills?</p> <p>Q. How can it engage an audience?</p> <p>Narration</p> <p>Q. What demands does it put on the actor?</p> <p>Narration</p> <p>Q. Why is this an effective way to tell a story?</p> <p>Q. What kind of vocal skill is required?</p> <p>Q. Does the actor need to be seen?</p> <p>Q. How does this impact the audience</p> <p>TASK</p> <p>Find one moment from your performance where you feel it would be appropriate to use either narration/multi-role.</p> <p>Plenary</p> <p>Outline how you would approach this technique and why it would be useful.</p>			
43	Devising (Comp 1)	<ul style="list-style-type: none"> • How to use mime & flashback / forward scenes effectively 	<ul style="list-style-type: none"> • Show clip of Marcel Marceau 'Bip the clown' - Mime is non-verbal communication. • Flashback/forward moves the action backwards or forwards in time <p>Q. When is it appropriate to mime?</p> <p>Q. Why is this an effective device to help engage an audience?</p> <p>TASK</p> <p>Outline how you could use a mimed sequence to enhance your performance.</p> <p>Q. Why is it important to remember the aims and intentions throughout the process?</p>	A01 & A04	Comp 1 books Youtube clip	

44	Devising (Comp 1)	<ul style="list-style-type: none"> Understand the purpose of split scene and symbolism 	<p>Question starter Q. What does a split scene allow an audience to do? Q. What is this techniques also referred to as?</p> <p>Watch a clip from 2014 production of Dealer’s Choice at the Royal and Derngate showing split scene.</p> <p>Q. What is really important for a performer to do if they are part of the split scene?</p> <p>Q. What does Symbolism mean? Ideas/images or suggestions used to represent thoughts, emotions, qualities.</p> <p>Q. Which plays that we have watched in class have examples of symbolism? Q. How can symbolism be communicated through set?</p> <p>Show example of An Inspector Calls original production where the Birlings house collapses on stage Q. What was Stephen Daldry symbolising here?</p> <p>TASK Find one moment in your performance where you could use either symbolism or split scene. Rehearse. Reflect and explain your choices</p>	A01 & A04	Comp 1 book Clip of Dealer’s Choice Clip of An Inspector Calls	
45	Devising (Comp 1)	<ul style="list-style-type: none"> Developing a caricature and using choral speech 	<p>Watch a clip of choral speaking</p> <p>Q. Which practitioner could this technique come from and why? Q. Could you use this technique all thr way through a performance? Q. When would it be most effective?</p>	A01 & A04	YouTube clip Comp 1 book	

			<p>Q. What is a caricature? Larger than life vocal and physical skills used in an exaggerated way.</p> <p>TASK Explain where the use of either caricature or choral speech could enhance your performance. Base your ideas on the context or style of the text as a whole. . Rehearse. Reflect and explain your choices.</p>			
46	Devising (Comp 1)	<ul style="list-style-type: none"> • Messages and subtext 	<p>Q. What key messages do you want to communicate to the audience?</p> <p>Refer to Stanislavski's work you did in Comp 3. Compare the objectives v super objectives.</p> <p>Thinking back to An Inspector Calls what is the strong central message relating to responsibility in society? How do we come to that conclusion?</p> <p>What does subtext mean?</p> <p>TASK Find one example in your performance text of a character saying or doing the opposite of what they actually mean. Rehearse. Reflect and explain your choices. How could you a performer clearly communicate this to the audience?</p>	A01 & A04	<p>Comp 1 books (to write)</p> <p>Comp 3 books (to refer to)</p>	
47	Devising (Comp 1)	<ul style="list-style-type: none"> • Consistency and communication 	<p>Drama Conventions – the way something is done</p> <p>Write down an example of where you have considered communicating to the audience the following aspects of the plot: Time, location, character, situation, mod and atmosphere.</p>	A01 & A04	<p>Comp 1 book</p> <p>Props</p>	

			What does audience awareness mean? Consider placement of actors, set and props to enhance your audience's experience. Rehearse.		
48	Devising (Comp 1)	<ul style="list-style-type: none"> Perform 	First Run Through of devised plays Audience member or performing Filmed	A02 Apply theatrical skills to realise artistic intentions in live performance	Video Camera Costumes Propss
49	Devising (Comp 1)	<ul style="list-style-type: none"> Perform 	First Run Through of devised plays Audience member or performing Filmed	A02 Apply theatrical skills to realise artistic intentions in live performance	Video Camera Costumes Propss
50	Devising (Comp 1)	<ul style="list-style-type: none"> Reflection on first run through videos 	<ul style="list-style-type: none"> students watch performances back Check grades against grading criteria Analyse and Evaluate what needs to be refined and write action plan 	A02 Apply theatrical skills to realise artistic intentions in live performance	YouTube Computers Grading Criteria Performance teacher notes
51	Devising (Comp 1)	<ul style="list-style-type: none"> Reflection on first run through videos 	<ul style="list-style-type: none"> students watch performances back Check grades against grading criteria Analyse and Evaluate what needs to be refined and write action plan 	A02 Apply theatrical skills to realise artistic intentions in live performance	YouTube Computers Grading Criteria Performance teacher notes
52	Devising (Comp 1)	<ul style="list-style-type: none"> Question 3 of the portfolio 	<p>Q3. What were some of the significant moments during the development process and when rehearsing and refining your work?</p> <p>Top Band Exemplars and grading criteria distributed Teacher led discussion on marks awarded. Students highlight exemplars to evidence where marks were awarded. Glue exemplars in book. Students write down a draft of what they can write to gain the same marks.</p>	A01 & A04	Comp 1 book Top Band exemplars Highlighter pens Glue Sticks

Read through checklist of Portfolio pointers PP in prep for next lesson

Easter Holiday

53	Devising (Comp 1)	<ul style="list-style-type: none"> Question 3 of the portfolio 	<p>Starter: Read through the Top Band exemplar Read through checklist of Portfolio pointers PP Read through your first draft in your books</p> <p>Start to type up your answers on Teams</p>	A01 & A04	<p>Comp 1 book Top band exemplar Portfolio Pointers PP Teams</p>
54	Devising (Comp 1)	<ul style="list-style-type: none"> Question 3 of the portfolio 	<p>Starter: Read through another exemplar. Read the grading criteria Highlight where the exemplar student has met the criteria. Q. What do you like about this students response and why? Q. How can you apply that to your response?</p> <p>Continue typing on Teams</p>	A01 & A04	<p>Comp 1 book Top band exemplar Portfolio Pointers PP Grading Criteria Teams</p>
55	Devising (Comp 1)	<ul style="list-style-type: none"> Question 3 of the portfolio 	<p>On Teams highlight each of the grading criteria Create, Develop, Analyse and Evaluate checklist to evidence you have considered each of these areas</p> <ul style="list-style-type: none"> Edit your response to include any missing requirements Print it off Stick in book 	A01 & A04	<p>Computer (Teams) Grading Criteria Glue Stick</p>
56	Devising (Comp 1)	<ul style="list-style-type: none"> Question 3 of the portfolio 	<ul style="list-style-type: none"> Using Portfolio Pointers PP, tick and comment cross referencing your answer to Q3. Highlight each checkpoint in a different colour to evidence you have considered each of these. 	A01 & A04	<p>Portfolio Pointers PP</p> <p>Computer (Teams)</p> <p>Glue Stick</p>

			<ul style="list-style-type: none"> • Print it off and stick in book 		
57	Devising (Comp 1)	<ul style="list-style-type: none"> • Question 4 of the portfolio • Genre and style 	<p>Q4. How did you consider genre, structure, character, form, style and language throughout the process?</p> <p>To answer this question you must cover everything listed in the question</p> <p>You need to describe moments from the play to back up your points</p> <p>What is Genre?</p> <p>Genre: Describe the type of drama chosen for the performance e.g. comedy, tragedy, docu-drama, etc.</p> <p>What is Style?</p> <p>Describe the approach to performance chosen; e.g. naturalist, minimalist, TIE etc.</p> <p>Rehearse Reflect and explain your choices</p>	A01 & A04	Comp 1 book
58	Devising (Comp 1)	<ul style="list-style-type: none"> • Question 4 of the portfolio • Form, Structure & Language 	<p>You need to describe moments from the play to back up your points</p> <p>What is Form? Class discussion</p> <p>Form: You need to describe the shape of each individual section or scene e.g. movement/ mime based ensemble scene, duologue, advert, naturalistic scene with moments of thought-tracking etc.</p> <p>What is Structure?</p>	A01 & A04	Comp 1 book

			<p>You need to describe the overall shape of the performance reflecting the order that scenes are put together e.g. linear, narrative, circular, episodic, play within a play etc.</p> <p>What is Language? Class discussion</p> <p>Language: You need to describe the kind of language chosen e.g. contemporary, formal, colloquial, rap etc.</p> <p>Rehearse Reflect and explain your choices</p>			
59	Devising (Comp 1)	<ul style="list-style-type: none"> Question 4 of the portfolio 	<p>Q4. How did you consider genre, structure, character, form, style and language throughout the process?</p> <p>Top Band Exemplars and grading criteria distributed Teacher led discussion on marks awarded. Students highlight exemplars to evidence where marks were awarded. Glue exemplars in book. Students write down a draft of what they can write to gain the same marks.</p> <p>Read through checklist of Portfolio pointers PP in prep for next lesson</p>	A01 & A04	Comp 1 book Top Band exemplars Highlighter pens Glue Sticks	
60	Devising (Comp 1)	<ul style="list-style-type: none"> Question 4 of the portfolio 	<p>Starter: Read through the Top Band exemplar Read through checklist of Portfolio pointers PP Read through your first draft in your books</p> <p>Start to type up your answers on Teams</p>	A01 & A04	Comp 1 book Top band exemplar Portfolio Pointers PP Teams	
61	Devising (Comp 1)	<ul style="list-style-type: none"> Question 4 of the portfolio 	<p>Starter: Read through another exemplar. Read the grading criteria</p>	A01 & A04	Comp 1 book Top band exemplar Portfolio Pointers PP	

			<p>Highlight where the exemplar student has met the criteria.</p> <p>Q. What do you like about this students response and why?</p> <p>Q. How can you apply that to your response?</p> <p>Continue typing on Teams</p>		Grading Criteria Teams	
62	Devising (Comp 1)	<ul style="list-style-type: none"> Question 4 of the portfolio 	<p>On Teams highlight each of the grading criteria Create, Develop, Analyse and Evaluate checklist to evidence you have considered each of these areas</p> <ul style="list-style-type: none"> Edit your response to include any missing requirements Print it off Stick in book 	A01 & A04	Computer (Teams) Grading Criteria Glue Stick	
May Half Term						
63	Devising (Comp 1)	<ul style="list-style-type: none"> Question 4 of the portfolio 	<ul style="list-style-type: none"> Using Portfolio Pointers PP, tick and comment cross referencing your answer to Q4. Highlight each checkpoint in a different colour to evidence you have considered each of these. Print it off and stick in book 	A01 & A04	Portfolio Pointers PP Computer (Teams) Glue Stick	
64	Devising (Comp 1)	<ul style="list-style-type: none"> Run through 	<ul style="list-style-type: none"> Independent group run through of devised performances 	A01/A02 & A04	Props	
65	Devising (Comp 1)	<ul style="list-style-type: none"> Costume and props Health and safety 	<p>Starter: page 47 of GCSE Workbook 'Practicality and safety'</p> <ul style="list-style-type: none"> Demonstration of how to label and order costumes Demonstration of how to label props on a props table 	A01 & A04	Comp 1 book GCSE Revision Guide GCSE Revision Workbook Clothing rail Costumes Table/masking tape Props	

66	Devising (Comp 1)	<ul style="list-style-type: none"> Timing your devised piece 	<ul style="list-style-type: none"> Group independent run through of devised pieces and timing the length To do list of what needs to be addressed Q. How long is your devised piece? 	A02	Comp 1 book
67	Devising (Comp 1)	<ul style="list-style-type: none"> Dress/tech run 	<ul style="list-style-type: none"> Perform your pieces in the running order of the final performance in front of invited audience 	A02	Costumes Props Video Camera
68	Devising (Comp 1)	<ul style="list-style-type: none"> Dress/tech run 	<ul style="list-style-type: none"> Perform your pieces in the running order of the final performance in front of invited audience 	A02	Costumes Props Video Camera
69	Devising (Comp 1)	<ul style="list-style-type: none"> Final performance 	<ul style="list-style-type: none"> Perform your final performance in front of invited audience and video camera to be sent off to exam board 	A02	Costumes Props Video Camera
70	Devising (Comp 1)	<ul style="list-style-type: none"> Final performance 	<ul style="list-style-type: none"> Perform your final performance in front of invited audience and video camera to be sent off to exam board 	A02	Costumes Props Video Camera
71	Devising (Comp 1)	<ul style="list-style-type: none"> Question 5 of the portfolio 	<p>Q5. How effective was your contribution to the final performance?</p> <p>Q. How effective was your contribution in terms of: final performance / key scenes / your role /</p> <p>Include: Characterisation – Performance Skills – Speculative Evaluation</p> <p>Top Band Exemplars and grading criteria distributed</p> <p>Teacher led discussion on marks awarded. Students highlight exemplars to evidence where marks were awarded. Glue exemplars in book. Students write down a draft of what they can write to gain the same marks.</p> <p>Read through checklist of Portfolio pointers PP in prep for next lesson</p>	A01 & A04	Comp 1 books Top Band exemplars Grading Criteria Highlighter pens Glue Stick Portfolio Pointers PP
72	Devising (Comp 1)	<ul style="list-style-type: none"> Question 5 of the portfolio 	<ul style="list-style-type: none"> Type up Q5 responses from Comp 1 book onto Teams. 	A01 & A04	Computers (Teams) Comp 1 book Portfolio Pointers PP

			<ul style="list-style-type: none"> Using Portfolio Pointers PP, tick and comment cross referencing your answer to Q5. Highlight each checkpoint in a different colour to evidence you have considered each of these. Print it off and stick in book 		Glue stick	
73	Devising (Comp 1)	<ul style="list-style-type: none"> Question 6 of the portfolio 	<p>Q6. Were you successful in what you set out to achieve?</p> <ul style="list-style-type: none"> Refer back to your original Aims and Intentions Give examples from your performance Give positive and negative points of view and justify. You need to EVALUATE whether these were successful in communicating the intention You need to consider ways in which the final piece might have been improved or developed. <p>Top Band Exemplars and grading criteria distributed Teacher led discussion on marks awarded. Students highlight exemplars to evidence where marks were awarded. Glue exemplars in book. Students write down a draft of what they can write to gain the same marks.</p>	A01 & A04	Comp 1 books Top Band exemplars Grading Criteria Highlighter pens Glue Stick Portfolio Pointers PP	
74	Devising (Comp 1)	<ul style="list-style-type: none"> Question 6 of the portfolio 	<ul style="list-style-type: none"> Type up Q6 responses from Comp 1 book onto Teams. Using Portfolio Pointers PP, tick and comment cross referencing your answer to Q6. Highlight each checkpoint in a different colour to evidence you have considered each of these. Print it off and stick in book 	A01 & A04	Computers (Teams) Comp 1 book Portfolio Pointers PP Glue stick	

75	Devising (Comp 1)	<ul style="list-style-type: none"> • Health and Safety • Submission of portfolio 	<ul style="list-style-type: none"> • Reading through Health and Safety sheet on the last slide of the Portfolio Pointers PP • Read your portfolio through and ensure you have included the following: <ul style="list-style-type: none"> - storage of props and set safely - the length of costumes and fit - use of blackouts and safety on stage and back stage - warm up (vocally and physically) - technical rehearsals to walk through all transitions, technical aspects and potential hazards. - awareness of trip hazards and precautions taken - appropriate footwear and clothing when rehearsing - procedures and safety when choreographing physical theatre <p>Update portfolio and submit for marking</p>	A01 & A04	<p>Health & Safety slide on Portfolio Pointers PP</p> <p>Student Portfolio</p> <p>Computer (Teams)</p>	
76	Devising (Comp 1)	<ul style="list-style-type: none"> • Final submission of Portfolio 	<p>Starter: Read through another top band exemplar all the way through. Read through your portfolio. Check teacher corrections</p> <p>Check word count. Check for the final time against your PLC that you have included everything that is gradable using Portfolio Pointers PP Submit on Teams</p>	A01 & A04	<p>Top Band exemplar</p> <p>Student Portfolio</p> <p>Portfolio Pointer PP</p> <p>Computer (Teams)</p>	

Summer Holiday