



Number of weeks	Content of the unit	Assumed prior learning (tested at the beginning of the unit)				
11 Weeks (4/3 Lessons per week)	This SoL consists of the students preparing and completing their Unit 3 examination. Unit 3 of the GCSE Drama 2009 Specification requires students to devise a piece of Drama in a set style of their choice. Students respond to a set stimulus set by the exam board.	<p>Students will have previously covered devising throughout KS3 but knowledge and understanding of theatre practitioners will be limited.</p> <p>Students will have an awareness of the Unit 3 content and assessment format from the introduction to GCSE Drama SoL completed at the beginning of Year 10 along with their Mock Unit 3 examination.</p>				
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)				
<p>Formal Unit 3 mock assessment completed in Week 14 by visiting examiner.</p> <p>Mock assessments completed in Week 6 and Week 11</p>	<p>Students will receive written feedback following their performance assessment.</p> <p>Students will also receive a completed PLC and Drama tracking sticker following this assessment.</p>	<table border="1"> <tr> <td data-bbox="1801 848 2733 877">You show you clearly understand the content of your drama.</td> </tr> <tr> <td data-bbox="1801 882 2733 911">You are well motivated and focused and co-operative.</td> </tr> <tr> <td data-bbox="1801 915 2733 945">You regularly contribute interesting and appropriate ideas.</td> </tr> <tr> <td data-bbox="1801 949 2733 1024">You describe and evaluate your own and others work thoughtfully and constructively.</td> </tr> </table>	You show you clearly understand the content of your drama.	You are well motivated and focused and co-operative.	You regularly contribute interesting and appropriate ideas.	You describe and evaluate your own and others work thoughtfully and constructively.
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Lessons	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1&2	<p>To complete an initial introduction to the stimulus.</p> <p>To have explored the parameters of the stimulus, becoming ready to devise from next lesson.</p>	<p>Student will have engaged fully in all practical tasks.</p> <p>Students will have an awareness and initial understanding of the set stimulus.</p>	Students given time to look at the additional stimuli that has been spread out around the studio.	<p>Depending on the stimulus, class teacher to set specific explorative tasks that encourage students to interact and explore the set stimulus.</p> <p>This lesson will also contain the exploration of additional stimuli that are provided by the class teacher dependent on the set stimulus. Additional stimuli should include:</p> <ul style="list-style-type: none"> • Pictures • Images • Video • Text • Objects 	<p>Students working independently.</p> <p>Teacher to facilitate/support.</p> <p>Teacher instruction.</p>	Continue exploration of set stimulus independently.	Examples of deeper research and explain methods of research, further exploration.
3&4	<p>To explore the assessment criteria and develop a detailed understanding of what is expected from this assessed Unit.</p> <p>To begin the devising process in set groups.</p>		Students to discuss the following: 'What is good acting?'	<p>Present students with the assessment criteria. Discuss the four areas with the students and encourage students to establish examples of a top-band performance for each aspect of the criteria.</p> <p>Class teacher to put the students in their set groups and explain that they need to arrange a possible time to meet once per week as a group. Encourage students to share contact information to ensure rehearsal time is used wisely and runs smoothly.</p> <p>Students to work independently from the class teacher to continue with their devising.</p>	<p>Teacher lead with students exploring.</p> <p>Teacher lead, students following and engaging with instructions.</p> <p>Students working independently.</p> <p>Teacher to facilitate.</p>	<p>To meet as a group at least once outside of lesson time to continue to devise and rehearse.</p> <p>Times to use the studio need to be booked through class teacher.</p>	Students to use the whole lesson duration to devise. Remind students to meet up to rehearse/devise their performance as homework.
5 – 7 W2	To continue working in the set groups devising against the set stimulus and in line with the GCSE Unit 3 assessment criteria.	Students will have positively engaged with the devising within their group.	Students presented with an additional stimuli presented by the teacher before continuing with their devising in their set group.	Students to work independently from the class teacher to continue with their devising.	Students working independently.	Teacher to facilitate.	
8 – 11 W3							
12 – 14 W4							
15 – 18 W5							



19 – 21 W6	To perform current performance and be assessed against the Unit 3 assessment criteria.	Students will perform their devised pieces in front of the class as the audience and teacher as the examiner.	Students given a timetable of when their group will be performing their piece.	Students given the opening of the lesson that they are timetabled to perform for their assessment to arrange the space ready for their performance. Other groups to continue. Teacher to assess students against Unit 3 criteria. Students to receive direct feedback with the teacher 1-2-1 as a group following their performance. Students to receive written feedback and a PLC-style sticker in the following lesson.	Teacher to facilitate. Students to work independently in their groups. Teacher to lead mock examination. Students to perform work produced. Rest of cohort to become audience. Teacher lead.	Reflect on Mock Exam feedback given following performance. To meet as a group at least once outside of lesson time to continue to devise and rehearse. Times to use the studio need to be booked through class teacher.	Students in the audience to speak with one of the performers and comment on both positive and negative features of the performance.
<p>HALF TERM Each group able to arrange a day to attend rehearsal with class teacher if necessary. (Selected specific intervention)</p>							
22 – 25 W7	To continue working in the set groups devising against the set stimulus and in line with the GCSE Unit 3 assessment criteria.	Students will have positively engaged with the devising within their group.	Students presented with an additional stimuli presented by the teacher before continuing with their devising in their set group.	Students to work independently from the class teacher to continue with their devising.	Students working independently. Teacher to facilitate.		Students to use the whole lesson duration to devise. Remind students to meet up to rehearse/devise their performance as homework.
26 – 28 W8							
29 – 32 W9							
33 – 35 W 10							



36 – 39 W 11 P P E	To perform current performance and be assessed against the Unit 3 assessment criteria. Assessment day to be set up for PPE as per the real assessment day. Arrangements made for students to undertake examination process with minimal disruption.	Students will perform their devised pieces in front of other classes timetabled to have Drama as the audience and teachers as the examiners.	Students given a timetable of when their group will be performing their piece.	Students given the opening of the lesson that they are timetabled to perform for their assessment to arrange the space ready for their performance. Other groups to continue. Teacher to assess students against Unit 3 criteria. Students to receive direct feedback with the teacher 1-2-1 as a group following their performance. Students to receive written feedback and a PLC-style sticker in the following lesson.	Teacher to facilitate. Students to work independently in their groups. Teacher to lead mock examination. Students to perform work produced. Rest of cohort to become audience. Teacher lead.	Reflect on Mock Exam feedback given following performance. To meet as a group at least once outside of lesson time to continue to devise and rehearse. Times to use the studio need to be booked through class teacher.	Students in the audience to speak with one of the performers and comment on both positive and negative features of the performance.
EASTER HOLIDAY – Week 1 Each group to arrange a day to attend rehearsal with class teacher.							
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40 – 44 W 12 45 – 47 W 13	To continue working in the set groups devising against the set stimulus and in line with the GCSE Unit 3 assessment criteria.	Students will have positively engaged with the devising within their group.	Students presented with an additional stimuli presented by the teacher before continuing with their devising in their set group.	Students to work independently from the class teacher to continue with their devising.	Students working independently. Teacher to facilitate.		Students to use the whole lesson duration to devise. Remind students to meet up to rehearse/devise their performance as homework.
Examination Week Each group to perform as per the assessment schedule.							