



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)							
<b>11 Weeks (Spring Term)</b>  <b>5/6 Double Lessons</b>	<b>Reflects New GCSE Drama Specification (2016 Spec Edexcel)</b> <b>Component Two – Performance of a Scripted Play</b> In the style of the component from the GCSE Drama specification, students will practically engage with, and explore, a set text (Mugged – Andrew Payne) within lesson time before delivering two assessed performances – one group performance and one duologue. The key learning will surround the following areas: Reading a Script, Character Analysis, Performance Skills, Explorative Skills.	Civil rights (Component One) - Students use drama to explore themes, issues, content and ideas (Rosa Parks, M.L. King, Emmet Till). They learn to empathise with characters and their situations. They develop their skills in a variety of explorative strategies (still image, hot-seating, thought tracking, Forum Theatre) to some depth. They focus on developing voice and use of the conventions of monologue and chorus.							
Assessment points and tasks		Written feedback points	Learning Outcomes (tested at the end and related to subject competences)						
Double Lesson 5 – Group Performance Assessment Double Lesson 6 – Duologue Performance Assessment		Written feedback in the form of a PLC checklist returned to students after each performance.	<table border="1"> <tr> <td data-bbox="1786 745 2715 779">You show you clearly understand the content of your drama.</td> </tr> <tr> <td data-bbox="1786 785 2715 819">You are well motivated and focused and co-operative.</td> </tr> <tr> <td data-bbox="1786 825 2715 858">You regularly contribute interesting and appropriate ideas.</td> </tr> <tr> <td data-bbox="1786 865 2715 898">You usually use drama terms correctly</td> </tr> <tr> <td data-bbox="1786 905 2715 978">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 usually use drama terms correctly	You describe and evaluate your own and others work thoughtfully and constructively.
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	<p>To understand how professional scripts are written and read.</p> <p>To explore and understand how social status can be displayed through the use of; Levels, Space, Gesture, Body.</p>	<p>Students will be able to present specific characters through their use of levels, space, gestures and body in relation to specific moments explored in the play.</p> <p>Students will have read the full play, beginning their exploration.</p>	<p>In pairs, create a still image that shows one person being of higher status and being in charge of the other one. Think about the different drama techniques that you could include to show the status/power of the character that is in charge.</p>	<p>Introduce students to the component two GCSE structure/unit layout.</p> <p>Students are shown how they will be assessed at the end of this SoL.</p> <p>Group discussion exploring a quote focusing on telling lies (key theme in text). Students feedback to class from their groups.</p> <p>Still image created showing a clear social hierarchy amongst a group of friends through the use of levels, space, gesture and body.</p> <p>Full play read as whole class.</p> <p>Students reflect on the play, considering characters, plot, themes and ideas presented in the text.</p>	<p>Teacher lead.</p> <p>Teacher lead.</p> <p>Teacher as facilitator, then hosts whole class feedback.</p> <p>Teacher to support groups; focus on less able students for support.</p> <p>Students to lead. Teacher to facilitate and read in stage directions.</p> <p>Teacher to facilitate and support less able students.</p>	<p>You need to create a page of mini mind-maps focusing on the six main characters from the play. The mind-maps should show the different things you know about the characters and how you know these things. Each character should have a minimum of five points. You will need this work in your next lesson.</p>	<p>Group discussion from reflection.</p> <p>Suggestions for homework from class which will support less able in completing homework task.</p>



2	<p>To explore the characters and begin to understand their intentions and reasons behind their actions.</p> <p>To use Hot-Seating successfully to explore the characters' hidden thoughts, feelings and intentions.</p>	<p>Students will be able to offer detailed analysis of characters and their intentions.</p> <p>Students will complete the Hot-Seating task, both as a question-asker and in character as one of the characters from the play, staying focused and committed.</p>	<p>In small groups, use your homework to discuss the different characters and place them in an order of power:</p>	<p>Revisit selected section of the text (Pg. 385-387) and answer specified, differentiated questions.</p> <p>Students stage selected section of the text.</p> <p>Students encouraged to include prior-learning of status and hierarchy and how this can be shown in their work.</p> <p>Students present their work to the class. Students to offer feedback against performing criterion.</p> <p>In small groups, students hot-seat the characters at the point before this scene starts, then at the point of time during this scene and finally after this scene.</p> <p>Students feedback on their findings of the characters' hidden thoughts and intentions. Justifications to be given alongside the students' responses.</p> <p>Students revisit their interpretations of the scenes and:</p> <ul style="list-style-type: none"> <li>• Work on the feedback they were given.</li> <li>• Include their new understanding from the hot-seating task.</li> </ul> <p>Students to present their improved work to the class. Audience to consider differences.</p>	<p>Teacher lead.</p> <p>Student lead and teacher as facilitator.</p> <p>Student lead, teacher to support less able and facilitate working.</p> <p>Teacher as host and lead on feedback.</p> <p>Teacher to facilitate but should be student lead. Teacher to give an example of Outstanding questioning and Outstanding character performance.</p> <p>Teacher to facilitate and also support in accurate development answers/responses.</p> <p>Teacher to facilitate.</p> <p>Teacher to facilitate and lead on feedback.</p>	None.	<p>Students to reflect on the progress they made in their understanding of the characters through the use of the explorative strategy – Hot-Seating.</p>
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3	<p>To explore the importance of the newsreaders to the style and form of the text as a performance piece.</p> <p>To successfully use the 4Ps to effect the audience.</p> <p>To successfully use SLUG to effect the audience.</p>	<p>Students will be able to analyse the inclusion of the newsreaders in the script with justifications in relation to the style and form of the text as a piece of performance.</p> <p>Students will use the 4Ps and SLUG successfully in their performance of the newsreader extract.</p>	<p>In pairs, create a short improvisation that shows two news reporters reporting on a particular incident. One report should be in the studio and one should be at the scene of the incident.</p>	<p>Revisit selected section of the text (Pg. 412-413) and answer specified, differentiated questions.</p> <p>Students stage selected section of the text focusing on the performance element – Voice. Students vary the 4Ps to explore the role of the newsreader.</p> <p>Students develop their performance piece to include the use of body. Students vary their use of SLUG to define the character.</p> <p>Students explore the performance criterion and reflect on their current performance against the marks and justification.</p> <p>Students return to their practical work and develop against self-assessment analysis.</p> <p>Students perform to the class their developed performance piece.</p>	<p>Teacher lead.</p> <p>Students lead with teacher as facilitator and support given to less able students.</p> <p>Students lead with teacher as facilitator and support given to less able students.</p> <p>Teacher lead with students answering/asking questions. Teacher to demonstrate WAGOLL.</p> <p>Students lead with teacher supporting less able students.</p> <p>Teacher lead, students to offer feedback.</p>	<p>Using the support sheet, reflect on your performance in today's lesson.</p> <p>Answer the questions giving clear examples and analysis.</p> <p>Remember; consider how you wanted the audience to feel and think. How did you achieve that?</p>	<p>Students to consider how the playwright could have had the same impact without the newsreaders. What could he have included instead?</p>
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<p>4</p>	<p>To explore how specific moments will be staged 'off-stage'.</p> <p>To create examples of how the 'off-stage' staging could be included and justify your decisions.</p> <p>To begin to plan the first assessment piece (Group Performance).</p>	<p>Stage plans to be created in pairs/threes.</p> <p>Students produce a performance piece which successfully includes 'off-stage' staging establishing an impact on the audience.</p> <p>Students will be in their set groups and have the basic structure of their performance piece.</p>	<p>In pairs or threes, take one of the sheets provided and design how you would stage this play. Think about:</p> <ul style="list-style-type: none"> <li>• Set</li> <li>• Stage Type</li> <li>• Audience</li> <li>• Where Action Takes Place</li> </ul>	<p>Revisit selected section of the text (Pg. 398-403) and answer specified, differentiated questions.</p> <p>Students return to their stage plans from the starter activity and now plot this specific scene on their stage maps.</p> <ul style="list-style-type: none"> <li>• Characters Sit/Stand</li> <li>• Movements</li> <li>• Entrances/Exits</li> <li>• Direction of Focus</li> </ul> <p>Students asked to justify the decisions made to deliver this to the rest of the class.</p> <p>Using the stage plans, students, now in small groups, produce the scene practically focusing on the key points that were plotted.</p> <p>Students show their work to the class. The audience respond and offer feedback based on the performing criterion.</p> <p>Students are put in their assessment groups for next lesson's assessment of group performance. Students are given the rest of the lesson to begin to produce their scene and confirm their intentions.</p>	<p>Teacher lead.</p> <p>Students working independently. Teacher to support less able students.</p> <p>Teacher to lead with differentiated questions.</p> <p>Student lead with teacher supporting.</p> <p>Teacher to facilitate.</p> <p>Teacher to explain assessment tasks then students work independently from teacher. Teacher to facilitate.</p>	<p>Using the handout template, answer all the points to explore and explain your intentions for your group's performance. You need to consider:</p> <ul style="list-style-type: none"> <li>• Your group's intentions for the piece</li> <li>• Your intentions for your portrayal of your character</li> <li>• The decisions you have made in the 'making' process, and why you made them</li> </ul>	<p>Students to refine their intentions for their performance piece with their group.</p>
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5	<p>To perform for the first assessment (group performance) successfully.</p> <p>To begin to plan the second assessment piece (Duologue Performance).</p>	GCSE Component Two assessment criteria.	<p>Get straight into your assessment groups from last week. Sitting in small circles, discuss your piece. Do any changes need to be made before today's assessment? Has anyone got an new ideas?</p>	<p>Students are once again shown the assessment criteria and have the opportunity to ask questions. Teacher to offer examples against assessment criterion.</p> <p>Students to complete their rehearsal time and complete their performance piece.</p> <p>Students to perform in their groups in assessment conditions.</p> <p>Students given second assessment task (duologue) and put into set pairs for this task to be completed.</p> <p>Students given the rets of the lesson to create their performance piece.</p>	<p>Teacher lead.</p> <p>Students work independently.</p> <p>Teacher to facilitate. Students to act as audience for each group's assessment.</p> <p>Teacher to lead and explain. Students given opportunity to ask questions.</p> <p>Students working independently. Teacher to support less able students.</p>	<p>Students to rehearse their duologues with their partners ready for the assessment completion next lesson.</p>	<p>Students to refine their intentions for their performance piece with their group.</p>
6	<p>To perform for the second assessment (duologue performance) successfully.</p> <p>To accurately reflect on both assessments against the set assessment criteria.</p>	GCSE Component Two assessment criteria.	<p>Get straight into your assessment pairs from last week. Sitting in your pairs, discuss your piece. Do any changes need to be made before today's assessment? Has anyone got an new ideas?</p>	<p>Students are once again shown the assessment criteria and have the opportunity to ask questions. Teacher to offer examples against assessment criterion.</p> <p>Students to complete their rehearsal time and complete second performance piece.</p> <p>Students to perform in their pairs in assessment conditions.</p> <p>Students explore criteria individually and reflect on their performance assessments.</p>	<p>Teacher lead.</p> <p>Students work independently.</p> <p>Teacher to facilitate. Students to act as audience for each group's assessment.</p> <p>Teacher to lead initially, then students to work independently.</p>	<p>None.</p>	<p>Students to reflect on the unit of work. Strengths and Weaknesses analysis and justification.</p>