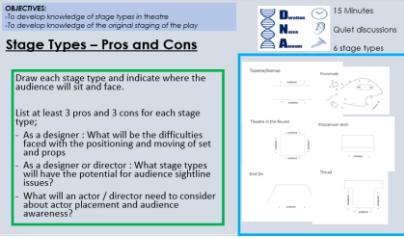


Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 1 L1/2 <i>To develop C1 pieces and create a script</i>	<i>Script Devising Storytelling</i>	To develop the ideas into creating an initial script for C1	Quiz	Create a script from the initial idea Understand the way the story is told Create a tangible story that is understandable and interesting	How can you develop a story for a devised piece of drama? A. By copying another play exactly B. By improvising ideas, exploring themes, and collaborating with the ensemble C. By only memorising lines without discussion or experimentation D. By ignoring the group's input and working alone	Over two lessons: <ul style="list-style-type: none">• Develop your initial script based on the stimulus• Present the story so far• Give and receive feedback from peers• Develop pieces based on the feedback
Week 1 L1/2 <i>To develop C1 pieces and create a script</i>	<i>Script Devising Storytelling</i>	To develop the ideas into creating an initial script for C1	Recap	Create a script from the initial idea Understand the way the story is told Create a tangible story that is understandable and interesting	How can you develop a story for a devised piece of drama? A. By copying another play exactly B. By improvising ideas, exploring themes, and collaborating with the ensemble C. By only memorising lines without discussion or experimentation D. By ignoring the group's input and working alone	Over two lessons: <ul style="list-style-type: none">• Develop your initial script based on the stimulus• Present the story so far• Give and receive feedback from peers• Develop pieces based on the feedback

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 2 L1 <i>An Inspector Calls</i> <i>To develop knowledge of the plot and context</i>	<i>Morality, Class, Socialism, Welfare state, Story whoosh</i>	To start working on the context of <i>An Inspector Calls</i> in prep for C3	Bell task	Recall facts about when the play was set and written (Historical context) Define socialism and welfare state Perform in a 'story whoosh' of AIC	What were J.B. Priestley's views on the welfare state? A. He opposed it, believing people should rely only on themselves B. He supported it, seeing it as a way to create a fairer, more caring society C. He had no opinion on social welfare or public services D. He thought it was unnecessary because everyone was already equal	<p>LO: To develop knowledge of the plot and context</p> <p>Tableau Task Get into groups of 4. You will be given a number. Create a tableaux to represent the event number you are given:</p> <p>1. 1912 – The supposedly 'unsinkable' <i>Titanic</i> sinks after hitting an iceberg in the North Atlantic ocean. Over 1,500 people die. 2. 1914-1918 – The First World War rages. Over 20 million people lose their lives in one of the largest and deadliest wars in history. 3. 1917-1923 – The Russian Revolution begins with the abolition of the monarchy. A deadly civil war follows. 4. 1939-1945 – The Second World War rages. 85 million people lose their lives, making it the deadliest military conflict in history. Six million Jews are murdered by the Nazis in the Holocaust. The US drops atomic (nuclear) bombs on Japan in 1945.</p> 
Week 2 L2 <i>An Inspector Calls</i> <i>To understand the purpose of the play</i> <i>To be able to identify the themes in the play</i>	<i>Capitalism, socialism, accountability, disparity, suffragettes, aristocracy, class</i>	To explore the themes of AIC such as social responsibility	Bell task – brain dump	Link events from 1912 and 1945 with the events in the play Create tableaux to represent Capitalism and Socialism Describe Priestley's message throughout the play	What is J.B. Priestley's message throughout <i>An Inspector Calls</i>? A. Individuals should only care about themselves and their own wealth B. Society works best when people ignore social responsibility C. People must take responsibility for each other and act with social conscience	<p>OBJECTIVE: -To understand the purpose of the play -To be able to identify the themes in the play</p> <p>New Money</p> <ul style="list-style-type: none"> Arthur Biring was not born into money. He has become a wealthy man through owning a factory, which is one of the proposed benefits of a capitalist society. This means that Arthur is what is commonly called 'New Money' (or 'nouveau riche'). Arthur's wife, Sybil, is from 'Old Money', meaning that she was born into inherited wealth. <p>Given that Arthur was not born into wealth, do you think that he will be understanding and sympathetic to the problems that poor people face?</p> <p>Unfamiliar Vocabulary: Inherited - Received money from someone who has died – usually an ancestor.</p>

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					D. The play is only about entertaining the audience with no moral message	
Week 2 L3 An Inspector Calls <i>To develop knowledge of stage types in theatre</i> <i>To develop knowledge of the original staging of the play</i>	Proscenium arch, end on, traverse, thrust, In the round, arena	<i>To start thinking as an actor, director and designer</i>	Brain Dump – Design for AIC	<i>Recall details of the original staging</i> <i>Draw a diagram five different stage types</i> <i>Discuss the advantages and disadvantages of different stage type</i>	As a stage designer, why is it important to know what sort of stage your performance will be played on? A. Because it doesn't matter; all stages are the same B. So you can ignore audience sightlines and focus only on props C. To design sets and arrangements that fit the space and support the performance D. Because you only need to focus on lighting, not the stage type	 <p>OBJECTIVES: To develop knowledge of stage types in theatre - To develop knowledge of the original staging of the play</p> <p>Stage Types – Pros and Cons</p> <p>Draw each stage type and indicate where the audience will sit and face.</p> <p>List at least 3 pros and 3 cons for each stage type:</p> <ul style="list-style-type: none"> - As a designer : What will be the difficulties faced with the positioning and moving of set and props - As a designer or director : What stage types will have the potential for audience sightline issues? - What will an actor / director need to consider about actor placement and audience awareness?
Week 3 L1 Begin Blocking	Moves <i>Proxemics Intentions</i>	To make an initial block of the script developed in Week 1	Recap questions – Devising	Have worked out the blocking and shape for the piece Have developed the moves taking into account relationships	Why is the initial blocking of a scene important? A. It helps actors memorise their lines B. It establishes character relationships, power	Over two lessons Develop movement for the piece Take into account relationships and character status as well as emotional dynamics

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
					<p>dynamics, and focus for the audience</p> <p>C. It determines the final lighting design</p> <p>D. It replaces the need for rehearsal</p> <p>Correct answer: B</p> <p>Explanation: Initial blocking sets where actors move and stand, which visually communicates relationships, status, and emotional dynamics, helping the audience understand the scene from the very beginning.</p>	
Week 3 L2 Continue Blocking	<i>Moves Proxemics Intentions</i>	To make an initial block of the script developed in Week 1	Recap questions – Devising	<p>Have worked out the blocking and shape for the piece</p> <p>Have developed the moves taking into account relationships</p> <p>Have used dynamics to demonstrate character</p>	<p>How does blocking help us to develop the drama after the initial block?</p> <p>A. By deciding the lighting and sound effects for the performance</p> <p>B. By helping actors understand where to stand without changing the scene</p> <p>C. By refining movement,</p>	<p>Over two lessons</p> <p>Develop movement for the piece</p> <p>Take into account relationships and character status as well as emotional dynamics</p>

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone														
					relationships, and focus to improve tension and storytelling D. By finalising costumes and props for the production															
Week 4 L1 Portfolio Log lesson	Annotate, checklist, select	To introduce the students to the portfolio process for C1 and what content is needed.	Do now	Annotate part one of a top band portfolio Use a checklist to plan my response to part 1 Select illustrative material for my portfolio	1. A top band Section 1 response mainly shows: A. Basic description of what happened on stage B. Personal opinions with little detail C. Perceptive analysis of how meaning is communicated to the audience D. A summary of the plot	 In section 1 you must explain how ideas have been researched, created and developed in response to the chosen stimulus/play  WE Do <table border="1" data-bbox="1718 584 2129 763"> <tr> <td colspan="2">CHECKLIST</td> </tr> <tr> <td>1</td> <td>Opening sentence stating the stimulus/play used and the style / genre / practitioner being used</td> </tr> <tr> <td>2</td> <td>I have talked about HOW we made our piece bit by bit, with reference to one or two SIGNIFICANT moments, like a mind map that you referred to constantly, or an improvisation you did that helped you understand the issues you were exploring, or a hot seat activity that helped you clarify characters, etc.</td> </tr> <tr> <td>3</td> <td>Do use this sort of language and time determiners: First we... then we... I thought... secondly we... I said... we added... I suggested... We... I... I... You made a decision we... I... I... I... I... Then... After this we...</td> </tr> <tr> <td>4</td> <td>Do use key words from the sub-title: ideas/researched/created/developed</td> </tr> <tr> <td>5</td> <td>Do add in 2-3 visual techniques you have used and say how they have informed your choices about your character.</td> </tr> <tr> <td>6</td> <td>Text -- these clear paragraphs of approx. 200 – 250 words in total.</td> </tr> </table>	CHECKLIST		1	Opening sentence stating the stimulus/play used and the style / genre / practitioner being used	2	I have talked about HOW we made our piece bit by bit, with reference to one or two SIGNIFICANT moments, like a mind map that you referred to constantly, or an improvisation you did that helped you understand the issues you were exploring, or a hot seat activity that helped you clarify characters, etc.	3	Do use this sort of language and time determiners: First we... then we... I thought... secondly we... I said... we added... I suggested... We... I... I... You made a decision we... I... I... I... I... Then... After this we...	4	Do use key words from the sub-title: ideas/researched/created/developed	5	Do add in 2-3 visual techniques you have used and say how they have informed your choices about your character.	6	Text -- these clear paragraphs of approx. 200 – 250 words in total.
CHECKLIST																				
1	Opening sentence stating the stimulus/play used and the style / genre / practitioner being used																			
2	I have talked about HOW we made our piece bit by bit, with reference to one or two SIGNIFICANT moments, like a mind map that you referred to constantly, or an improvisation you did that helped you understand the issues you were exploring, or a hot seat activity that helped you clarify characters, etc.																			
3	Do use this sort of language and time determiners: First we... then we... I thought... secondly we... I said... we added... I suggested... We... I... I... You made a decision we... I... I... I... I... Then... After this we...																			
4	Do use key words from the sub-title: ideas/researched/created/developed																			
5	Do add in 2-3 visual techniques you have used and say how they have informed your choices about your character.																			
6	Text -- these clear paragraphs of approx. 200 – 250 words in total.																			
Week 4 L2 Preparing your portfolio & reducing notes to bullet points	Portfolio, illustrative material	To make sure that students understand the way to take quick, concise and meaningful notes for their portfolio	Practitioner do now	Be able to answer: - How ideas have been researched, created and developed in response to the chosen stimulus? How ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning?	Where should illustrative material be placed in a strong portfolio response? A. In a separate appendix B. At the end only C. Randomly throughout D. Integrated directly into each point you make	<u>Preparing your Portfolio</u> Use these questions to help you bullet point some ideas so you can start to properly write your portfolio in September. Even if you have not yet filmed your piece, you still need to complete this task. You do not have to write your portfolio fully but come to your first lesson with idea written down. The smaller questions in blue are to help you - you do not have to answer every single one of these questions.														

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 4 L3 Introducing the practitioner	Practitioner Techniques Devising	To take the initial idea or script and add in Devices from the chosen practitioner	Do now	Students will have chosen two sections of their initial ideas and implemented devices that help the audience to engage and understand the piece	<p>Which example best shows effective incorporation of a practitioner?</p> <p>A. "We studied Brecht." B. "Brecht used alienation." C. "Using Brecht's alienation techniques, we broke the fourth wall to remind the audience of the play's political message." D. "Brecht was German."</p>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p><small>COMPONENT 1 EXAM</small></p> <p>Devising</p> <p>YOU Do</p> <ul style="list-style-type: none"> Using your plans from last lesson, choose a section and use your practitioner techniques to devise your next scene. Do not OVERTHINK your ideas – try things out and be experimental. Make sure you use the techniques in a way that enhance the message or theme of your piece. <p><small>15 minutes</small></p> <p><small>D— N— A—</small></p> <p><small>Medium</small></p> <p><small>2 techniques</small></p> </div> <div style="flex: 1; text-align: right;"> <p>Remember your sound and music requirements – this can really add mood and atmosphere to your performance.</p> </div> </div>
Week 5 L1/2 Rehearsals	Rehearse Explore Character Dynamics	To explore the devising so far and, acting on feedback, develop sections using dramatic and practitioner techniques	Target bell task	Have developed the pieces using practitioners techniques Will have written their portfolio diary entries	<p>What is the main purpose of a rehearsal diary?</p> <p>A. To record attendance B. To describe the plot C. To document the development and refinement of performance ideas D. To write personal opinions</p>	<p>My Drama GCSE Diary</p> <ul style="list-style-type: none"> • NAME • Component 1 • Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 5 L2/2 Rehearsals	Rehearse Explore Character Dynamics	To explore the devising so far and, acting on feedback, develop sections using dramatic and practitioner techniques	Target bell task	To act on teacher feedback Have developed the pieces using practitioners techniques Will have written their portfolio diary entries	What kind of detail should be included in each rehearsal entry? A. Length of rehearsal only B. What went wrong C. Practical exploration, decisions made, and reasons for those decisions D. Personal feelings about classmates	My Drama GCSE Diary •NAME •Component 1 •Year 10
Week 6 L1 Considering technical aspects	Sound Lighting Props Costume Set	To introduce the students to the technical aspects that need to be considered for their piece	Do now - tech	To have developed an understanding of technical aspects of theatre To have considered and explored how tech could enhance the piece	Which technical elements can be referred to in Component 1? A. Lighting only B. Sound only C. Costume only D. Lighting, sound, set, props, costume, hair and makeup	Try out: <ul style="list-style-type: none">• Develop ideas with sound• Develop ideas for props• Develop ideas for costume
Week 6 L2/3 Rehearse with Tech	Costume Sound	For students to explore rehearsing with tech, particularly sound and	Quiz	To have developed 2 moments where tech can enhance the piece To be able to explain why the audience's	How should technical elements be discussed to access higher marks? A. By listing what was used B. By describing colours	Rehearsal – why and how? <ul style="list-style-type: none">• Incorporate the tech into the moments• Consider if they enhance the piece

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
		costume to help them understand how these can enhance a piece		understanding will be enhanced by the tech	and sounds C. By analysing how they enhanced meaning and audience response D. By naming the technician	<ul style="list-style-type: none"> • How can you develop/change these?
Week 6 L2/3 Rehearse with Tech	Costume Sound	For students to explore rehearsing with tech, particularly sound and costume to help them understand how these can enhance a piece	Quiz	To have developed 2 moments where tech can enhance the piece To be able to explain why the audience's understanding will be enhanced by the tech	How should technical elements be discussed to access higher marks? A. By listing what was used B. By describing colours and sounds C. By analysing how they enhanced meaning and audience response D. By naming the technician	<p>Rehearsal – why and how?</p> <ul style="list-style-type: none"> • Incorporate the tech into the moments • Consider if they enhance the piece • How can you develop/change these?