

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 1 L1/2 <i>Rehearse C1 with props, costume and tech</i>	<i>Feedback Development Practitioner Rehearse</i>	To make final prep for C1 recording next week	Through quiz and feedback	To be able to perform whilst staying in character To be able to clearly implement the Brechtian techniques in the scene To tell the story	<p>How can you effectively implement feedback into your GCSE Drama devising piece?</p> <p>A. Ignore feedback and stick strictly to your original ideas.</p> <p>B. Discuss the feedback with your group, then make changes to your performance, script, or staging based on suggestions.</p> <p>C. Only consider feedback from your teacher and disregard peer input.</p> <p>D. Reflect on the feedback and experiment with adjustments during rehearsal, keeping what improves the performance and discarding what doesn't.</p> <p>E. Make random changes without considering how they affect the overall performance.</p> <p><input checked="" type="checkbox"/> Best answers: B and D – both show thoughtful</p>	<p>Red Zone:</p> <p>Rehearse</p> <p>Peer/teacher feedback</p> <p>Make changes</p>

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					integration of feedback, which is exactly what GCSE examiners look for.	
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					<p>without understanding the reason behind the feedback.</p> <p>F. Use feedback to refine characterisation, timing, or movement to strengthen the overall piece.</p> <p>G. Record the performance after applying changes to review whether the feedback improved the piece.</p> <p>H. Avoid feedback entirely to show confidence in your original ideas.</p> <p>I. Focus on making changes that will impress the examiner rather than genuinely improve the piece.</p> <p>J. Apply feedback selectively, testing ideas in rehearsal and keeping only those that work effectively.</p>	

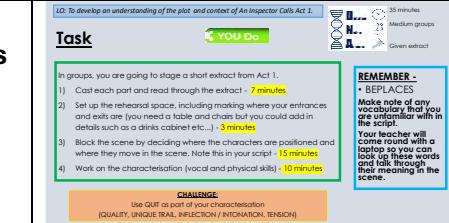
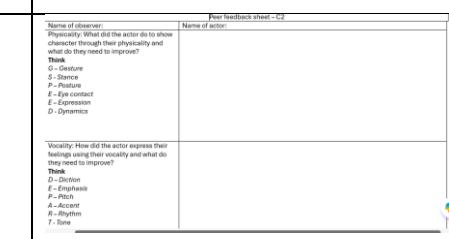
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Week 2 L1 <i>Final Prep for performance</i>	<i>Crew</i> <i>Tech</i> <i>Costume run</i>	To make final developments for C1 recording this week	Through quiz and feedback	To be able to perform whilst staying in character To be able to clearly implement the Brechtian techniques in the scene To tell the story		Red Zone: Rehearse Peer feedback Make changes Rehearse
Week 2 L2 <i>Dress rehearsals</i>	<i>Rehearse</i> <i>Continuity</i> <i>Recall</i>	To have a final dress rehearsal ready for recording this week	Performance implementing feedback	To be able to perform whilst staying in character To be able to clearly implement the Brechtian techniques in the scene To tell the story	What is important to consider during a dress rehearsal? A. Treat it like a full performance with costumes, props, and technical elements. B. Ignore timing and focus only on memorising lines. C. Test lighting, sound, and set changes to ensure everything runs smoothly. D. Get feedback from peers or teachers to make final adjustments. E. Skip rehearsing difficult scenes since you already know them. F. Practice transitions between scenes and entrances/exits as in the real performance.	Red Zone: Final Rehearsal Peer feedback Rehearse Final Dress

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					G. Focus only on acting, leaving costumes and props for the final show. H. Note any last-minute issues with staging, props, or technical cues.	
Week 2 L3 <i>Performance recording</i>	Recording Performance Character Tech	To record the C1 piece for the exam	Run through	To be able to stay in character for a recording of the performance To be able to implement the technical aspects of the piece successfully	Which of the following contribute to a good performance in GCSE Drama? A. Strong understanding and portrayal of your character. B. Clear voice projection and expressive delivery. C. Effective use of stage space, movement, and body language. D. Ignoring cues from other performers or the director. E. Maintaining energy and focus throughout the performance.	PERFORMANCE

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Week 3 L1/2 <i>Component 2</i> <i>Recap and blocking</i>	C2 Blocking Character	To recall work done on C2 already and go over blocking for clarity of meaning in scenes	Scripts	To recap blocking To discuss and explore the artistic intentions of the piece	What are artistic intentions in GCSE Drama? A. The ideas, themes, or messages the creator wants the audience to understand. B. The actor's personal opinion about the play that isn't shared with the audience. C. The mood, atmosphere, or emotional impact the performance aims to create. D. Random decisions about props, costumes, or staging without purpose. E. The choices made to communicate meaning clearly through performance.	Blocking: <ul style="list-style-type: none">• Recap blocking• Rehearse• Feedback• Develop artistic intentions
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		meaning in scenes			<p>understand.</p> <p>B. The actor's personal opinion about the play that isn't shared with the audience.</p> <p>C. The mood, atmosphere, or emotional impact the performance aims to create.</p> <p>D. Random decisions about props, costumes, or staging without purpose.</p> <p>E. The choices made to communicate meaning clearly through performance.</p>	<ul style="list-style-type: none"> • Develop artistic intentions
Week 3 L3 Show and feedback	Peers Feedback Clear intentions	To perform scenes developed this week to gain feedback from peers as to clarity of intentions in the piece	Rehearse	To rehearse pieces staying in character To perform to the group To give/receive feedback on clarity	<p>How can you give effective peer feedback on the clarity of the intention in a scene?</p> <p>A. Say whether you understood the main idea, theme, or message the scene was trying to communicate.</p> <p>B. Comment on how the actors' choices (movement, voice,</p>	<p>Perform:</p> <ul style="list-style-type: none"> • Perform work developed so far • Give constructive feedback to peers on artistic intentions and clarity of these in the scene

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					<p>expression) helped or confused the intention.</p> <p>C. Ignore the scene's purpose and focus only on whether you liked it personally.</p> <p>D. Suggest specific improvements to make the intention clearer, such as adjusting timing, emphasis, or staging.</p> <p>E. Criticise the actors without explaining why the intention wasn't clear.</p>	
Week 4 L1 <i>To revisit the plot and context of An Inspector Calls for exam</i>	<i>Morality, Class, Socialism, Capitalism Welfare state</i>	To revisit, remind and recreate a short extract of AIC	Quick Qs AIC	<p>Perform in a 'story whoosh' of An Inspector Calls</p> <p>Recall information about the context</p> <p>Define the meaning of the key themes</p>	<p>What is the Inspector's main purpose?</p> <p>A. To solve a murder mystery</p> <p>B. To punish the Birlings legally</p> <p>C. To teach a moral lesson about responsibility</p> <p>D. To prove socialism is wrong</p>	<p><small>[LO: To develop an understanding of the plot and context of An Inspector Calls Act 1.]</small></p> <p>Story Whoosh</p> <p>Instructions: Together we are going to create a compacted performance of "An Inspector Calls". I shall narrate the story and every time a character appears, I will invite someone into the circle and they must act out what that character says and does. The more enthusiastically, the better. I will also need others to create props and scenery and the whole class will provide sound effects. For our play to be successful, everyone must listen in to what is being said, and watch closely.</p> <p>The most important rule of a whoosh is this: Whenever I say WHOOSH! Everyone must say WHOOSH! and clear the stage and return to their seat in the circle. Let's practise that...</p>

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Week 4 L2 <i>To develop an understanding of the plot and context of An Inspector Calls Act 1.</i>	<i>DEPART, GSPEED, BEPLACES vocab, blocking</i>	To revisit, remind and recreate a short extract of AIC using	Quick Qs AIC	Demonstrate each character through a pose and quoted line Block an extract from Act 1 Use vocal and physical skills to interpret the characters	Which physical choice best shows Mrs Birling's attitude? A. Leaning forward to listen B. Turning slightly away from others C. Sitting on the edge of her chair D. Constant movement	
Week 4 L3 C2 Development of scenes	<i>DEPART, GSPEED, BEPLACES vocab, blocking</i>	To develop scenes for C2 with verbal and written feedback from teacher	Line learning	Students should demonstrate their understanding of the scenes and character through: - <ul style="list-style-type: none">• Physicality• Vocality• Stagecraft	The BEST way to recall lines accurately is to: A. Read them over and over silently B. Memorise them word-for-word immediately C. Learn the meaning and intention behind each line D. Highlight them in the script	<ul style="list-style-type: none">• Perform scenes to Mr Simpson• Try to be 'Off Book'• Give and receive feedback
Week 5 L1/2 Rehearsal and Feedback	Rehearse Develop Subtext Dynamics	To have a sustained time rehearsing and developing the scenes for C2	Learning lines	Students will: <ul style="list-style-type: none">• Develop scenes for performance• Give and receive written feedback• Act on feedback to develop scenes and storytelling	When you receive feedback, the FIRST thing you should do is: A. Defend your original idea B. Ignore what you disagree with C. Identify what needs	

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					improving D. Start again completely	
Week 5 L1/2 Rehearsal and Feedback	Rehearse Develop Subtext Dynamics	To have a sustained time rehearsing and developing the scenes for C2	Learning lines	Students will: <ul style="list-style-type: none"> Develop scenes for performance Give and receive written feedback Act on feedback to develop scenes and storytelling 	When you receive feedback, the FIRST thing you should do is: A. Defend your original idea B. Ignore what you disagree with C. Identify what needs improving D. Start again completely	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>Peer feedback sheet - C2</p> <p>Name of observer _____ Name of actor _____</p> <p>Physicality: What did the actor do to show character through their physicality and what do they need to improve? Think G - Gesture S - Shape P - Posture E - Eye contact E - Expression D - Dynamics</p> <p>Vocal: How did the actor express their feelings using their vocality and what do they need to improve? Think D - Diction E - Enunciation P - Pitch A - Accent R - Rhythm T - Tone</p> </div> <div style="flex: 1; text-align: right;">  </div> </div>
Week 6 L1 AIC Exam exemplar questions	Exam An inspector Calls Discuss, communicate, identify, suggest	To explore Sheila's relationships in the opening of the play To be able to structure an exam essay in the role of a Director	Bell task AIC link	Discuss Sheila's relationship with others in the extract Communicate relationships through vocal, physical and stagecraft skills Identify different sections of an exam answer Suggest five skills to communicate Sheila's relationship	After your opening point, you should NEXT: A. Jump to the ending B. Explain why those physical choices suit her character C. Add unrelated staging ideas D. Describe other characters	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>OBJECTIVE: To be able to structure an exam essay in the role of a Director</p> <p>Paragraph 2</p> <p>identify the different sections of WHERE, WHAT, HOW, WHY</p> </div> <div style="flex: 1; text-align: right;">  3 Minutes  Silence  4 sections </div> </div> <p>I would direct the actor playing Gerald come across as caring and supportive of Sheila. He should do this by using a reassuring tone, with low pitch and with a calm and breathy quality. He should sit at the same level as Sheila and use direct eye contact towards her, as well as using his posture by leaning forward towards her. Sheila would also lean in and lock eyes with him. I would do this on the line "you can drink to me. This would communicate to the audience the difference between Sheila's relationship with Eric and her relationship with Gerald. This makes it clear to the audience that their relationship is romantic and they are affectionate of each other.</p>

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Week 6 L2/3 Exam walkthrough	Choices Context Lighting Sound Director Physicality	To walk through the C3 exam with the students so they have a clear understanding of what they will be doing on the day	AIC quiz	<p>Students will have knowledge of the questions which will be presented to them in the exam</p> <p>Students will have explored the high-level answers to these questions</p> <p>Students will have an understanding of how to structure answers to the exam questions</p>	<p>he FIRST thing you should do in your answer is:</p> <p>A. Retell the story B. State the main point clearly C. Write everything you remember D. Describe the stage</p> <p>After your main point, you should:</p> <p>A. Give an example from the play or your performance B. Move on to a new topic C. Summarise the story again D. Explain the author's biography</p>	<p>Question 11-71 </p> <ul style="list-style-type: none"> Part (iii) asks: <ul style="list-style-type: none"> (ii) Give two reasons for your suggestions. [2] You should state one reason for your choice of facial expression and one reason for your choice of movement
Week 6 L2/3 Exam walkthrough	Choices Context Lighting Sound Director Physicality	To walk through the C3 exam with the students so they have a clear understanding of what they	AIC quiz	<p>Students will have knowledge of the questions which will be presented to them in the exam</p> <p>Students will have explored the high-level answers to these questions</p>	<p>To show high-level understanding, always include:</p> <p>A. Audience impact B. Page numbers C. Long quotations D. Character backstory</p>	<p>Question 12-72 </p> <ul style="list-style-type: none"> Suitable answers could be <ul style="list-style-type: none"> Macbeth: Duncan is the king of Scotland. The Captain is a leader in his army who is at war with Norwegians and rebels within the country. Sheila and Goran have recently got engaged. An Inspector Calls: Sheila and Goran are the young living couple in the play. Find Me: Edwart is trying to control Verity's behaviour to take a photo. Verity wants all the people in the photo to be her friends. Noughts and Crosses: Gollum and Skeggs are the two young children playing innocently. They become the two young children playing innocently. Mr Hardwick: Mr Hardwick is a manager in the hospital. He is a very strict manager who is like a snared tiger. Alern is scared and wary of Mr Hardwick. Refugee Boy: Tim and Anna are refugees who are finding shelter together following the tragic death of their son. ILYIM : They are 1 and 2 people in the same year on Once. They are two friends who are remembering the character of Grace and the fact that they were sadly disappointed in her. The IT: They are two friends who are remembering the character of Grace and the fact that they were sadly disappointed in her.

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		will be doing on the day		Students will have an understanding of how to structure answers to the exam questions	When structuring a paragraph, the BEST order is: A. Point → Example → Explanation → Audience impact B. Example → Story → Character → Opinion C. Quote → Costume → Lighting → Sound D. Story → Opinion → Quote → Summary	