

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 To be able to apply performance skills to create a short scene that demonstrates Rosa Park's protest.	Segregation, discrimination, civil rights movement, Rosa Parks.	To introduce the students to the concept of drama through history and how we tell that story	Rosa Parks Injustice Thought tracking Quiz	Understand the significance of Rosa Parks and created a scene that demonstrates this. Understand and be able to apply a 'thought in the head' to enhance your performance.	Why is it important to use drama to tell us about historical events? A. It allows the audience to memorize dates and names without context B. It makes the events seem less serious and more like entertainment C. It helps people understand and connect with the experiences and emotions of the past D. It replaces reading history books entirely	<p>Ingredients for your scene: Red Zone</p> <p>1. All start on bus (use chairs to stage this). 2. White man enters, chats to bus driver. 3. White man needs a seat. He approaches Rosa. 4. Rosa refuses to give up her seat. 5. White bystander thought track. 6. Rosa continues refusing to give up her seat. 7. Black bystander thought track. 8. Police arrive & arrest Rosa. (Slow motion) 9. Freeze frame. Everyone end with a specific facial expression/gesture/action.</p> <p>Rosa Parks Task</p>  <p>Exploring/embedding</p>
Lesson 2 Week 2 To be able to apply performance skills to create a piece of Verbatim theatre that demonstrates Rosa Park's	Segregation, discrimination, civil rights movement, restrictions, Verbatim, activist, bias	To understand split scene and verbatim theatre	Split scene Verbatim theatre Rosa Parks Deep south Bell Task	Understand the purpose and process of performing a 'split scene'. Have applied a 'split scene' to a performance.	What does a verbatim piece mean in drama? A. A performance where actors make up all the dialogue B. A play based on improvisation only C. A piece created using the exact words spoken by real people D. A script that is	<p>Exploring/embedding</p> <p>Final Task</p> <p>1. Perform the bus scene – (groups of 5). Include 'Thoughts in the head' 2. Split scene - News reporters (x2 people) – Start with 'Breaking News' Then <u>cross cut</u> to central Alabama to present the interviews.</p> <p>You must use:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Freeze frame <input type="checkbox"/> Characterisation and remain in role <input type="checkbox"/> Slow motion (bus scene) <input type="checkbox"/> Interview/Verbatim theatre <input type="checkbox"/> Split scene to demonstrate different locations.  

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protest and bias opinions.					entirely fictional and imagined	
Lesson 3 Week 3 To be able to apply performance and technical skills to create a performance that demonstrates Martin Luther King's speech.	Segregation, discrimination, civil rights movement, metaphors, symbolism, predominant, manacles, momentous decree, beacon.	To let students explore performance techniques that great orators use to convey a message	Bell Task	<p>Have considered how to use physical skills to convey language.</p> <p>Have applied physical skills to a performance of 'I Have a Dream'.</p>	<p>What makes a great orator in drama?</p> <p>A. Using clear voice, expression, and body language to engage the audience</p> <p>B. Speaking as quickly as possible to finish the speech</p> <p>C. Reading the script without emotion or emphasis</p> <p>D. Ignoring the audience and focusing only on memorising lines</p>	<p>Exploring/embedding</p> <p>Speech task: I HAVE A DREAM</p> <p>In groups of 4 you are going to create a speech about something you are passionate about or would want to change about the world.</p> <p>You will need to be persuasive and try and get the audience to believe in what you are saying.</p> <p>You can take it in turns to say parts of the speech OR 1-2 people can say the speech whilst the others create freeze frames to match the speech.</p> <p>MEMBER: This speech needs to be about nothing you want to change for the better.</p> <p>SPEECH IDEAS:</p> <ul style="list-style-type: none"> • Saving the planet/banning plastic. • A four day school week • More help for the homeless <p>Sentence starter: "I have a dream!"</p> <p>Drama performance skills and creating skills to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offering ideas to the group. <input type="checkbox"/> Developing ideas in your group. <input type="checkbox"/> Facial expression <input type="checkbox"/> Use of freeze frames <input type="checkbox"/> Vocal projection <input type="checkbox"/> Vocal clarity

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Lesson 4 Week 4 To be able to apply performance and technical skills to create a performance based on the story of George Floyd.	Prejudice, discrimination, historical.	Students understand the problems and racial stereotyping in today's society	Bell task/Do now	Have an understanding of who George Floyd was. Have applied our knowledge to a devised performance.	What is racial stereotyping in drama? A. Giving every character unique traits and personalities B. Using only improvisation to create characters C. Portraying a character based on exaggerated or oversimplified ideas about their race D. Ignoring a character's background entirely	<p>Perform freeze frames</p> <p>Narration/News report</p> <p>1. The black lives matter protest starting across the world. 2. Footballers 'taking the knee' as a sign of respect for the campaign 'stand against racism.'</p> <p></p> <p>29th November 2022, the players for both England and Wales took a knee before their final World Cup group game on Tuesday. The teams made the gesture as a sign of solidarity in the fight against discrimination.</p> <p>Groups of 4: 2 doing the movement & 2 narrators</p> <p>George Floyd's murder in Minneapolis in May 2020 sparked the largest racial justice protests in the United States since the Civil Rights Movement. But the movement went far beyond this nation's borders — it inspired a global reckoning with racism. Countries across the globe had some of the largest Black Lives Matter protests in their history, all inspired by the video of Floyd's brutal death in police custody on May 25, 2020. Crossing continents and cultures, Black activists saw Floyd's death as a symbol of the intolerance and injustice they face at home.</p>
Lesson 5 Week 5 To be able to apply performance and technical skills to create a performance that demonstrates Hillsborough.	Prejudice, discrimination On going	To create an environment where students can explore the dramatic techniques already learnt to create a piece.	Red chat	Have an increased awareness of the Hillsborough Disaster. Have applied our knowledge to a devised performance.	How do we create a sensitive piece about prejudice and discrimination in drama? A. By making fun of the groups involved to get laughs B. By ignoring the feelings of those affected C. By using only fictional characters with no connection to real issues	<p>Main task</p> <p>Challenge: Can you use split scene to show what was going on on the other side?</p> <p>You are now going to bring your freeze frames to life!</p> <p>In your group, you will need to add movement and dialogue to clearly demonstrate the tragic events of the Hillsborough disaster.</p> <p></p> <p>What will success look like? • Clear transitions between scenes. • Clear characterisation through use of facial expressions, body language, choice of dialogue and vocal delivery. • Vocal projection and clarity. • Focus and concentration. • Considered staging. Where should everyone be at what points?</p>

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					D. By researching, showing understanding, and representing experiences respectfully	
Lesson 6 Week 6 Putting it altogether for performance	Freeze frame Own words Injustice	For students to work independently using skills and research to create.	Feedback	Have applied knowledge of GSPEED DEPART BEPLACES To create a story	<p>How do you rehearse and perform a monologue in drama?</p> <p>A. By reading it once and performing it without practice B. By memorising lines, exploring emotions, and practicing delivery and timing C. By ignoring character intentions and focusing only on gestures D. By improvising the entire monologue each time</p>	<p>Extension Task</p> <p>Extension Task: Monologue Performance</p> <p>In groups of three you have a monologue to perform. Each of you will perform one paragraph of the monologue.</p> <p><input type="checkbox"/> You need to use - dramatic pause, facial and vocal expression and body language to create emotion.</p> <p><input type="checkbox"/> Before, and after, your section of speech you should return to a freeze frame.</p> <p>Challenge: Can you use vocal expression to make the audience feel empathy?</p> 