2 Week Independent Learning plan **Week 11 and 12**

**Support contact details:**

Email general queries to: [nbaker@waseleyhills.worcs.sch.uk](mailto:nbaker@waseleyhills.worcs.sch.uk)

**Teachers email addresses in this subject area:**

Subject Leader ( Mrs Teasdale ) email: kteasdale@waseleyhills.worcs.sch.uk

Monday June 22nd to Friday July 3rd

Subject: Drama

Year: 9&10

Topic/theme: Devising



Three stages to online learning

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| **Stage One – Reading Task** | **Stage Two – Completing Tasks** | **Stage Three – Assessing your learning and feedback** |
| Read the lessons in the table below. Think about what you need to learn from the task. It may help to look at the other lessons too as this will show you where your learning is heading. | Find the resources you need. In some instances you may need to log into HomeAccess+ and find the file on the coursework drive (S). Login with your normal school username and password. Use the resource as described to complete the suggested task. Reflect on the teacher’s question.  [Click here for HomeAccess+ drive](https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2Fhap)  [Click here for help with accessing HomeAccess+](https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils) | At the end of the two weeks you will be set a task by your teacher on Show My Homework. This is submitted in SMHWK. This task will assess your learning and allow us to give you feedback.  These assessment tasks are optional but submitting them is very helpful for you and your teacher to understand what you have learnt. |



We are here to help you within school opening hours:

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| **Email your teacher** | **Join your teacher for a support chat session** | **Ring school reception** |
| You can now email your teacher using your Office 365 email address. You can also email Mr Baker or the Subject Leader using the contact info above (top right). | You will also receive an invite during the two week period to join an online support chat with your teacher. | Call 0121 4535211 within school hours. They will email your teacher and ask them to contact you. |

Learning tasks for this fortnight:

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| **Lesson** | **Aim:**  What you need to take from this lesson | **Resource(s) to use:**  Hyperlinks to videos etc  HomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will learn…  that there are **six questions** that you need to respond to in your **Component One Devising Portfolio (coursework**):  *Question 1: What was your initial response to the stimuli and what were the intentions of the piece?*  *Question 2: What work did your group do in order to explore the stimuli and start to create ideas for performance?*  *Question 3: What were some of the significant moments during the development process and when rehearsing and refining your work?*  *Question 4: How did you consider genre, structure, character, form, style and language throughout the process?*  *Question 5: How effective was your contribution to the final performance?*  *Question 6: Were you successful in what you set out to achieve?*  **Mind maps** are a useful technique for recording initial devising ideas. | Description of resource:  Your Stimulus Diary | Description of what you need to do (step by step):  Choose one of your **headlines** from your Stimulus Diary.  Create a **mind map** to record your initial ideas for possible characters, and scenes/locations.  Choose two possible characters and create a **role on the wall** or a **character profile**. This will be the basis of your character’s backstory.  Choose one of the characters and write a **monologue** where they introduce themselves, share their Coronavirus experiences, their hopes and fears about the future.  A question your teacher would have asked you at the end of this lesson is: What other **drama techniques** help to create a character and develop their backstory? |
| 2 | In this lesson you will learn…  that **annotated scripts** can be useful evidence in your Component One Portfolio | Your Stimulus Diary | Description of what you need to do (step by step):  Choose one of the **interviews** or the interview extracts that you recorded in your Stimulus Diary.  Edit the interview into a **script**. *Remember Verbatim theatre means that you must use the actual words that were spoken by the real people.*  Include clear **stage directions** to show how vocal and physical skills will be used to bring the characters/scene to life.  A question your teacher would have asked you at the end of this lesson is: What impact would the knowledge that your script used the words of real rather than imagined people have on your audience? |
| 3 | In this lesson you will learn…  that **writing in roles** enables you to develop a character and can be a useful process when devising . | Your Stimulus Diary | Description of what you need to do (step by step):  Choose one of the **images** (painting/picture/photographs) from your Stimulus Diary.  Write down **10 questions** that you could ask about the image. For example: why did the artist/photographer create /take the image?  Create a **mind map** that records your initial ideas about possible characters/ scenes.  Choose one of your possible characters and **in role** (as if you were them) write a letter/text/email to one of their friends.  A question your teacher would have asked you at the end of this lesson is: How could your letter/email/text be used in a performance? |
| 4 | In this lesson you will learn…  that a **storyboard with annotation** is an effective way to capture initial ideas for devising and useful evidence for the Component One Portfolio. | Your Stimulus Diary | Description of what you need to do (step by step):  Choose one of the pieces of **music or sounds** from your Stimulus Diary.  What **mood/atmosphere** might the music/sound create?  Create a **storyboard** for a possible scene that could include the music/sound.  Annotate your storyboard with **captions** which summarise the scene.  Include an example of **narration**.  Include an example of **direct address** (where a character speaks directly to the audience, breaking down the fourth wall)  A question your teacher would have asked you at the end of this lesson is: What possible **performance intention** (what you want the audience to think, to feel or to understand) might arise from your storyboard scene? |
| 5 | In this lesson you will learn…  that throughout the devising process you will need to record how you made choices and decisions **about *genre, structure, character, form, style and language.*** | Your Stimulus Diary | Description of what you need to do (step by step):  Choose one of the **books or poems** that you have recorded in your Stimulus Diary.  Create a **mind map** that records your initial ideas about possible characters/ scenes.  Create a **script** for at least one scenebased on one of your mind map ideas.  Include clear **stage directions** to show how vocal and physical skills will be used to bring the characters/scene to life.  A question your teacher would have asked you at the end of this lesson is: What **genre** best describes your script?  (Genre = the type of drama e.g. comedy, tragedy, docu-drama, etc.) |
| **How will we assess you learning?**  Year 9 and 10: You need to submit photographs of your work **via SMHW before Friday 3rd July** | | | |



**Need help?**

HomeAccess+ <https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap> (use your normal school username and password).

Pupil and parent help page: <https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils>



**Fancy showing your best work off?**

You can email a photo of you doing something great, or an example of your best piece of work to your Head of Year for our celebrations assemblies when we return.

Yr 9 please email Mrs Bradley at kjbradley@waseleyhills.worcs.sch.uk

Yr 10 please email Mr Jones at djones@waseleyhills.worcs.sch.uk

Please keep your work organised in subjects as we are excited to see what you have achieved and reward you for it when we return.