2 Week Independent Learning plan **Week 13 and 14,**

**Support contact details:**

Email general queries to: nbaker@waseleyhills.worcs.sch.uk

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

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

Monday 6th July to Friday 17th July

Subject: Drama

Year: Years 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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| **Lessons**  | **Aim:**What you need to take from these lessons  | **Resource(s) to use:**Hyperlinks to videos etcHomeAccess+ file location | **Suggested tasks:** |
| **1-5** | In these lessons you will learn:that each stage of the devising process **needs to be recorded** after every lesson, so that you can successfully address the Devising Portfolio Questions.that **genre** means the type of drama chosen for the performance e.g. comedy, tragedy, docu-drama, etc. that **style** refers to the approach to performance chosen; this may link to practitioners, for example Brechtian, naturalist, minimalist, TIE etc. that **form** refers to the techniques you used within each scene e.g. movement/ mime based, ensemble scene, duologue, advert, naturalistic scene with moments of thought-tracking etc. that **structure** refers to the overall shape of the performance reflecting the order that scenes are put together, for example linear, narrative, cyclical, episodic, play within a play etc. that **language** refers to the kind of language chosen, for example contemporary, formal, colloquial, rap etc.**Reminder:****Component One Devising Portfolio (coursework**) questions:*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?* | Your Stimulus DiaryYour work from Weeks 11 & 12 | Description of what you need to do (step by step):Choose one of your responses from Week 11 &12. You are going to ***explore and develop*** this further as if you were using it for your Component One Devised Performance.**Remember:** Group size: 3-6 pupils (but you can use multirole and have more characters than actors!).Minimum Performance length:3–4 pupils = 10 mins5-6 pupils = 20 minsAll students will be assessed as individuals.Choose *a minimum of five tasks* from the following: 1. Create a **Devising Diary** so that you can record **significant moments** and decisions about: ***genre, structure, character, form, style and language*** when we are back in school***.*** This might be in a table format, a list of key questions, a series of mind maps etc
2. Create a **role on the wall** or a **character profile** for each of the main characters in your play.
3. Write down 10 questions and answers as if **you were hotseating** your main characters.
4. Write a **monologue** for each of your main characters where they introduce themselves, share their thoughts, their experiences, their hopes and fears about the future.
5. For two of your main characters **write in role** (as if you were them) and create a letter/text/email to one of their friends, a family member, a work colleague or someone in authority.
6. Create a **storyboard** for your devised performance and annotate with **captions** (titles) which summarise the scene.
7. Create a **script** for at least three scenes**.** Include clear **stage directions** to show how vocal and physical skills will be used to bring the characters/scene to life.
8. Write an introduction to your devised performance that includes **narration** and **direct address**.
9. Create and annotate **set designs** for locations that will be used within your devised performance.
10. Create and annotate a **mood board** of lighting designs for different moments in your devised performance.
11. Create and annotate **costume designs** for the main characters in your devised performance.

A question your teacher would have asked you at the end of this lesson is:Lesson 1: Was your **stimuli** (starting point) textual, visual, aural, or abstract?Lesson 2: What is your **performance intention?** (what you want the audience to think, to feel or to understand) Lesson 3: What decisions have you already made about: **genre, structure, character, form, style and language?**Lesson 4: What is the difference between **devising** and **rehearsal**?Lesson 5: To what extent are your devising decisions linked to your original **performance intention**? |
| **How will we assess you learning?**Year 9 and 10: You will need to submit photographs of your work via **Show My Homework before Wednesday 15th 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.