

Drama Department

Year: 9

Topic: DNA

Learning Journey

Prior learning: students have studied whole playtexts in both Years 7 and 8. They have also completed units involving improvised and devised work and explored short excerpts from plays when studying Greek Theatre in Year 7 and Shakespeare and the Supernatural in Year 8. They will have been introduced to a range of rehearsal and performance techniques, many of which will be revisited, refreshed and reinforced in this SOL.

Learning sequence –					End point
Main learning steps	Reading and exploring the text using a range of rehearsal and performance techniques.	Learning about the role of the set designer. Creating a moodboard in response to a scene in the play.	In 3s, students create a shoebox set design for their chosen/given scene. They should choose a staging configuration.	Presenting designs: student groups present their designs to the class and explain/justify their design choices. All students should contribute, and these presentations should be filmed.	Students will have gained knowledge and understanding of 'DNA' through reading and practical exploration of the text. They will have demonstrated this knowledge and understanding in the set design project.
Assessment	Formative: oral: feedback – peer and teacher. Completing a number of quizzes for homework to check knowledge and understanding of plot/text.	Formative: BBC Bitesize section on set design, including quiz.	Formative: ongoing teacher feedback. Checklist used for self-monitoring/	Summative: students' creating skills will be assessed via their set design and presentation.	Model set design Presentation of design.

Where will we use these ideas again:

Those going on to study Drama at GCSE will use similar techniques in the exploration of a set text. They will also use their knowledge and understanding of set design in Component 3. In Component 2, they will be performing scenes from plays, so will use many of the same skills again.