

### Leadership absolutes

Clear purpose linked to SIP | High expectations and aspirations | Effective and timely communication | PD needs are met | Culture building

### Jan 11<sup>th</sup> – February 12<sup>th</sup> – Remote Learning, Assessment and Feedback

#### Subject Area Drama

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	<ul style="list-style-type: none"><li>Romeo and Juliet – plot, characters, key themes.</li><li>Students will complete creative tasks (script writing and creating a puppet show) and performance tasks (performing extracts from the play)</li><li>There will be an assessment of the knowledge students have developed.</li></ul>	Written evaluation (simplified version of previously planned written assessment with more focus on knowledge, rather than skills).	Written feedback (via TEAMS) on evaluation tasks submitted	Students will be made aware L5 that they will be completing an assessment L6.
Year 8	<ul style="list-style-type: none"><li>Developing an understanding of the purpose and process of ‘improvisation’.</li><li>Students will develop their own script (using the process) which follows a character being stranded on a desert island.</li><li>Students will focus on creative tasks (script writing and character development).</li><li>There will be an assessment of the knowledge students have developed.</li></ul>	Written evaluation (simplified version of previously planned written assessment with more focus on knowledge, rather than skills).	Written feedback (via TEAMS) on evaluation tasks submitted	Students will be made aware L5 that they will be completing an assessment L6.
Year 9	<ul style="list-style-type: none"><li>Discussion and analysis of Physical Theatre skills and techniques</li><li>Specific reference to the play ‘The Curious Incident of the Dog in the Night time’.</li></ul>	Written evaluation (simplified version of previously planned written assessment).	Written feedback on work submitted	Written feedback on work submitted.

Building relationships | Breaking the cycle | Planning for Everyone | Managing Emotions

Confident communicators | Knowledgeable and Expert Learners | Committed Community Contributors | Future-ready Learners

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	<ul style="list-style-type: none"> <li>Assessment of learning of the above.</li> </ul>		Verbal whole class feedback on learning/live lesson.	
Year 10	<p>Comp 2: Developing skills and techniques. Dancers: Warm up/The Greatest Showman - learning rep. Actors: Warm up/Blood Brothers/Girls like that – learning scripted rep.</p> <p>Comp 1: Exploring the Performing arts Teechers play script – examining actors roles, production roles, links between constituent features, context etc.</p>	<p>Comp 2: Can't assess as it is performance based – unless we can get permission for students to record themselves. The written element has been taken out of this unit for this cohort due to covid.</p> <p>Comp 1: PowerPoint presentation.</p>	<p>Written feedback on work submitted.</p> <p>Verbal whole class feedback on learning/live lessons.</p>	Written feedback on work submitted for Comp 1.
Year 11	<p>Comp 3 – Exam brief set by Pearson in January (2021).</p> <p>Discussions and mind maps, Monologues/solos – devising independently, practitioners' work, ideas log (booklet involving written topics).</p>	Written booklet.	<p>Written feedback on work submitted</p> <p>Verbal whole class feedback on live learning.</p>	Written feedback on work submitted.
Year 12				
Year 13				