

Holy Family Catholic School – Faculty of Humanities and the Arts

Drama

Autumn Half Term 1

Year 11

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge questions	Red Zone
Lesson 1 Re-visit Brechtian techniques for C1	Epic Theatre, Verfremdungseffekt	To re-visit Brechtian techniques for C1	Quiz	I can... Explore Brechtian techniques in practical workshops Create performance using techniques explored Develop ideas to enhance piece using techniques	What do I remember from Brecht? Am I successful in using his techniques in the piece	Objective: To develop understanding of Brecht's intentions and purpose Verfremdungseffekt - Often translated as the 'alienation' or 'distancing' techniques - It means making something that's familiar seem strange so that the audience think about it in a different way and question it - Brecht wanted audiences to see the 'big picture' of the play and not just follow the journey of one character. Verfremdungseffekt techniques: - Breaking the fourth wall - Direct Address - Non-naturalistic Acting - <u>exaggerated</u> characters - Narration (1st and 4rd) - Use of signs or caption (placards) - Multi-role / Split-role - Music / Sound TASK: - Use the Verfremdungseffekt techniques to create a performance of the personal accounts of poverty in the UK. - Consider how you will get the audience to think about the social issue, rather than just the emotional impact on the characters.
Lesson 2 To develop pieces for C1 for performance	Epic theatre Development	To recap and continue to build for exam prep – C1	Brechtian use of lighting	I can... Explore my piece and develop it using Brechtian techniques and stagecraft Give feedback and act on feedback given to me	How can Gestus help with audience understanding?	PRACTICAL TASK - Work with another pair. Label one pair A and the other B. - Move to opposite ends of the drama studio. - Have your Nursery Rhyme ready. After three, all A's will say their nursery rhyme to their B's. - Could the people opposite them tell what it was? What can you do to communicate it better? - A now needs to perform their Nursery Rhyme using movement and gesture only – no words. Try to use the parts that you highlighted earlier to show pictures of the action. You have 5 mins to work on your own to create these images physically. Make sure you have at least 5 Gestus. Bs do the same with your Nursery Rhyme. - Now B try performing their Nursery Rhyme. This task shows the basic premise of GEST – communication through visual methods rather than words.

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Lesson 3 Explore the use of lighting	Spotlight Flood Imagery	To develop C1 with the use of lighting that would be used in a Brechtian piece	Bell task retrieval from last lesson	I can... Understand how to use lighting in my piece Explore the use of lighting to create atmosphere and tension	How can I create the right atmosphere through the use of light?	Lighting for Atmosphere & Tension Objective: To explore how different lighting choices can change the mood, atmosphere, and tension in a scene. Time: 20 minutes Materials Needed: - A small performance space (classroom, stage, or even a corner of a room) - Access to lighting controls (if available) or use of torches, lamps, or phone flashlights - Paper and pen/pencil for notes - Optional: coloured gels or filters (or coloured plastic/wrapping)
Lesson 4 How to create a portfolio	Portfolio Evaluate	To create a first paragraph of a portfolio for C1	Evaluation sentence practice	I can... Create a paragraph for my portfolio Use evaluation to create a paragraph with a deeper meaning and to show perspective in my learning	Can I use the writing frames to help me with my portfolio creation?	Writing a Reflective Paragraph Learning Objective: To use evaluation to write a paragraph that shows deeper understanding and personal perspective on your drama work. Time: 20 minutes Materials Needed: - Notes - Your recent drama work (script, rehearsal notes, performance video, etc.)  Activity Breakdown Part 1: Reflect & Recall (5 minutes) Think about a recent piece of drama work you've done. This could be: - A performance - A rehearsal process - A devised piece - A technical/design contribution Answer these quick prompts in bullet points: - What did I do? - What went well? - What was challenging - What did I learn about drama?

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						- What did I learn about myself? Part 2: Deepen the Evaluation (10 minutes) Now, choose one key moment or decision from your work and explore it more deeply. Use these sentence starters to help you build a paragraph: <i>One key moment in my piece was when...</i> <i>This was important because...</i> <i>It helped to show...</i> <i>I chose to do this because...</i> <i>Looking back, I realise...</i> <i>This taught me that...</i> <i>If I were to do it again, I would...</i> <i>This links to the wider theme of...</i> <i>It made me think differently about...</i> Encourage students to connect their choices to meaning, audience impact, and personal growth. Part 3: Final Paragraph (5 minutes) Now, write a full paragraph using your notes and sentence starters. Aim for 6–8 sentences that: - Describe what you did - Explain why you did it - Evaluate its impact - Reflect on what you learned
Lesson 5 To develop C1 pieces	Epic theatre Feedback Creation Devising Social Issues	To continue to develop C1 pieces practically	Discussion and quick quizzing on portfolio writing	I can... Act on feedback given to develop my practical piece for exam Continue to focus on the theme to make sure it is front	How can I implement feedback into rehearsals to take the piece forward?	Acting on Feedback & Strengthening Theme Learning Objective: To apply feedback to improve a practical drama piece and ensure the theme is clearly communicated throughout the performance. Time: 20 minutes Materials Needed: - Feedback notes (from teacher, peers, or self-assessment) - Script or devised piece - Space to rehearse

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				and centre in my piece		- Pen and paper for quick notes  Activity Breakdown Part 1: Review & Target (5 minutes) Read through your feedback carefully. Highlight or underline key points. - Choose 2 specific pieces of feedback to act on today (e.g., improve vocal clarity, enhance emotional expression, make theme more obvious). - Write down your theme in one sentence. Keep it visible during rehearsal (e.g., “<i>The theme of isolation and its emotional impact.</i>”) Part 2: Focused Rehearsal (10 minutes) Rehearse a key section of your piece (1–2 minutes long) with the following focus: Apply the feedback: Make deliberate changes based on the feedback you chose. Emphasise the theme: Use voice, movement, facial expression, and staging to make the theme clear. - Ask yourself: <i>Does my performance clearly show the theme?</i> <i>Have I made the improvements suggested in the feedback?</i> <i>Would an audience understand the message I’m trying to convey?</i>  Tip: If working solo, record yourself and watch it back. If in a group, give each other quick peer feedback after the run-through. Part 3: Quick Reflection (5 minutes) Write a short reflection answering: - What feedback did I act on today? - How did I change my performance? - How did I make the theme clearer? - What will I do next to keep improving?

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Lesson 6 C1 – multi-rolling	Symbol Gesture Voice Physicality Stereotype	Exploration of multi-rolling	Recap multi-rolling for past learning - MWB	I can... Apply multi-rolling to my piece Develop the use of minimal costume changes to show multi-rolling Create comedic elements to show a serious issue	How can I demonstrate my character to an audience through multi role?	Enhancing Devised Work with Multi-Rolling & Comedy Learning Objective: To refine an existing devised piece by applying multi-rolling, using minimal costume changes, and incorporating comedic elements to highlight a serious theme. Time: 20 minutes Materials Needed: • Your devised piece (script or outline) • A few simple costume items (e.g., scarf, glasses, hat, jacket) • Space to rehearse • Notebook or device for reflection  Activity Breakdown Part 1: Identify & Plan (5 minutes) 1. Review your devised piece and identify: • At least two characters you can multi-role. • A serious issue your piece explores (e.g., mental health, inequality, addiction, climate change). • A moment where comedy could be used to highlight or contrast the seriousness of the issue. 2. For each character, choose: • A distinct voice or accent • A signature movement or posture • One small costume item (e.g., glasses for a teacher, scarf for a parent) Part 2: Rehearse & Experiment (10 minutes) 1. Rehearse a short section (1–2 minutes) of your devised piece where you switch between characters. 2. Focus on: • Clear transitions between characters using voice, movement, and minimal costume. • Comedic exaggeration or irony to make a serious point more engaging or thought-provoking. • Keeping the theme central comedy should support, not distract from, the message.

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						 Example: If your piece is about social media pressure, you might play both a stressed-out teen and an overly enthusiastic influencer using just a hat and a phone prop, exaggerating the influencer’s positivity to highlight the teen’s anxiety. Part 3: Reflect & Refine (5 minutes) Answer these questions in your notebook or discuss with a partner: • How did I make each character distinct? • How did I use comedy to support the serious theme? • What worked well, and what could I improve? • How can I apply this to the rest of my piece?								
Lesson 7 Develop portfolios	Evaluate Reflect Success	To start to create a 2 nd paragraph for C1 portfolio	Read first paragraph and answer development questions	I can... Evaluate the process of development for C1 Create a 2 nd paragraph which discusses success and failure in the process	What do I need to think about when writing the 2 nd paragraph for my portfolio? How have I incorporated Brecht’s techniques?	Component 1 – Paragraph 2 Writing Activity  Total Time: 25 minutes Focus: Evaluate the process of development Goal: Write a second portfolio paragraph discussing successes and failures in the devising process so far.  Step 1: Reflect on the Process (5 minutes) Think back over your devising journey so far. Answer these questions in bullet points: • What creative decisions have you made? • What rehearsal techniques have you used? • What changes have you made to your piece and why? • What feedback have you received and how did you respond?  Step 2: Successes & Challenges (10 minutes) Draw a table like this and fill it in: <table><tr><th> Successes</th><th> Challenges/Failures</th></tr><tr><td>What worked well?</td><td>What didn’t go to plan?</td></tr><tr><td>What moments are you proud of?</td><td>What needed to be changed?</td></tr><tr><td>What feedback was positive?</td><td>What feedback showed areas for improvement?</td></tr></table> Now reflect:	 Successes	 Challenges/Failures	What worked well?	What didn’t go to plan?	What moments are you proud of?	What needed to be changed?	What feedback was positive?	What feedback showed areas for improvement?
 Successes	 Challenges/Failures													
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						- What did you learn from the challenges? - How did you adapt or improve your work?  Step 3: Write Your Paragraph (10 minutes) Use your notes to write a paragraph (6–8 sentences) that includes: - Specific examples of what worked and what didn't - How you responded to feedback - What you learned about devising and collaboration - How your choices helped communicate your theme  Model Paragraph Example During the development of our piece, one of the most successful moments was when we used physical theatre to show the pressure of social media. The movement sequence was well-received in peer feedback and helped to clearly communicate our theme of identity. However, one challenge we faced was making the transitions between scenes smooth and meaningful. Initially, our scene changes felt clunky and confused the audience. After receiving feedback, we added a recurring sound motif and stylised movement to link the scenes, which improved the flow. This process taught me the importance of structure and how small changes can make a big difference. Overall, the development process helped me understand how to use theatrical techniques to support a clear message
Lesson 8 Music decision s	Music Creative intention Communication	To explore and decide on the music to be used in performance	Brechtian performances	I can... Explore musical options for my piece Create musical moments that encapsulate Spass and Stereotypes	How can I use music in my piece? How do I know whether it is enhancing the piece or distracting the audience? How can it be didactic?	Musical Exploration Activity (for Existing Devised Work)  Total Time: 25 minutes Focus: Explore musical options to enhance an existing devised piece Goal: Create musical moments that highlight Spass and stereotypes to support the theme and message  Step-by-Step Breakdown Part 1: Revisit Your Devised Piece (5 minutes) Task: Identify one scene or moment in your devised piece where a character or situation could be exaggerated or satirised.

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						- Think about the stereotypes already present in your piece (e.g., corrupt boss, clueless influencer, overworked nurse). - Consider how you could use music to add <i>Spass</i> (playfulness) while still reinforcing your serious theme. 💡 <i>Example:</i> If your piece is about inequality, you might exaggerate a wealthy character's ignorance using a jingle or musical number. Part 2: Create a Musical Moment (15 minutes) Choose one of the following approaches to enhance a moment in your existing piece: 🎵 Option A: Rewrite a Familiar Tune - Pick a well-known melody (e.g., nursery rhyme, pop chorus, advert jingle). - Rewrite the lyrics to reflect your character's stereotype or the scene's message. - Perform it in an exaggerated, Brechtian style. 🎤 Option B: Create a Chant or Rhythmic Speech - Use repetition, rhyme, and rhythm to create a chant that mocks or highlights a stereotype. - Add claps, stomps, or percussion to build energy and <i>Spass</i>. 🎵 Option C: Add Underscore or Soundtrack - Choose or create a short instrumental track (e.g., circus music, dramatic piano). - Use it to underscore a scene, enhancing the comedy or irony of a stereotypical character or situation. 🗣️ Mini Task: Rehearse and perform your musical moment (30–60 seconds) within your existing scene. Focus on: - Clear exaggeration and contrast - How music enhances the stereotype - Keeping the theme central Part 3: Reflect & Record (5 minutes) Write a short reflection answering: - What moment in my piece did I enhance with music?

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						- What stereotype did I highlight? - How did music help create <i>Spass</i>? - How does this moment support the overall theme of my piece?
Lesson 9 First run through with an audience	Rehearse Perform	To rehearse and perform C1 for the class	Rehearsal	I can... Rehearse for my piece recalling moves and lines Perform for an audience staying in character and demonstrating Brechtian techniques to communicate the story	How can I give constructive feedback? How can I take feedback and use it to enhance my piece?	30-Minute Rehearsal & Performance Activity  Learning Objectives: - Rehearse and recall lines and movement accurately - Perform in character using Brechtian techniques - Communicate the story and theme clearly to an audience  Activity Breakdown (30 Minutes) Part 1: Focused Rehearsal (10 minutes) Goal: Polish a key section of your devised piece (1–2 minutes long) Tasks: - Choose a section that includes key character moments or storytelling devices. - Rehearse with a focus on: Lines: Are they accurate and clearly delivered? Movement: Are your gestures, blocking, and transitions clear? Brechtian techniques: Are you using any of the following? - Direct address - Placards - Narration - Multi-rolling - Gestus (clear physical gestures that show social meaning) - Breaking the fourth wall  Tip: Use a peer or teacher to give quick feedback on clarity and characterisation. Part 2: Mini Performance (10 minutes)

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						Goal: Perform your rehearsed section for a small audience (classmates or teacher) Instructions: - Stay in character throughout. - Use at least two Brechtian techniques during your performance. - Focus on communicating your theme or message clearly to the audience. - Use minimal props or costume to keep the focus on performance and technique.  <i>Optional:</i> Introduce your piece with a short placard or narration to set the context, in true Brechtian style. Part 3: Reflect & Evaluate (10 minutes) Goal: Reflect on your performance and identify areas for improvement Write or discuss the following: - What Brechtian techniques did I use, and how did they help tell the story? - What went well in my performance (lines, movement, character)? - What could I improve before the final performance? - How clearly did I communicate the theme or message?
Lesson 10 Give and receive feedback from last lesson and develop pieces	Feedback Constructive Develop Act on feedback	To give feedback from last lesson to allow performers to understand where development is needed	Feedback notes	I can... Receive feedback in an open way I can give feedback constructively I can act on feedback to develop my piece further	Can my piece be developed from the feedback I have been given? Is my own feedback detailed enough for others to use?	 Drama Activity: “Refine & Reflect” Focus: Devised Scene Development Learning Objectives: - I can receive feedback in an open way - I can give feedback constructively - I can act on feedback to develop my piece further  Activity Breakdown (25 minutes) 1. Warm-Up & Intention Setting (3 minutes) Task: In pairs or small groups, students briefly discuss: - What is the intention of your scene?

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						• <i>What do you want the audience to feel or understand?</i> • Purpose: Clarifies the creative goal and sets the tone for feedback. 2. Performance Sharing (7 minutes) • Task: Each group performs a 2–3 minute excerpt of their devised scene. • Tip: Encourage students to focus on a section they're unsure about or want to improve. 3. Constructive Feedback Exchange (7 minutes) • Structure: Use the TAG method for peer feedback: • Tell something you liked • Ask a question about something unclear or interesting • Give a suggestion for improvement • Roles: Rotate roles so each student gives and receives feedback. 4. Reflection & Action (5 minutes) • Task: In groups, students reflect on the feedback received and choose one specific change to implement. • Prompt: "What feedback are we going to act on, and how will it improve our scene?" 5. Rehearsal & Mini-Refinement (3 minutes) • Task: Groups rehearse the revised section, integrating the feedback. • Optional: Share the updated version with another group for a quick second round of feedback

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Lesson 11 Move from portfolio notes to bullet points	Portfolio Notes Bullet points	To reduce word count and get straight to the point in portfolio work	Recap portfolio and rewrite	I can... Read my portfolio and identify extraneous words I can cut my word count down to get straight to the point in my portfolio	Is my portfolio sharp enough? How can I identify words to take out?	<u>Reducing your notes to bullet points</u> I successfully use the technique of choral movement by moving in synchronisation with my group. I used gestures such as putting my arms in a cross shape, and lunge sideways with a wide stance. My posture was upright and straight and I used a breathy quality in my voice, with a low pitch. This was effective to communicate that my character was powerful and determined to stop the other character from entering. STEP 1) Get rid of any unnecessary words e.g. 'and', 'the', 'I used' ➢ Successfully use technique choral movement ➢ moving in synchronisation with my group. ➢ gestures putting arms cross shape ➢ lunge sideways wide stance ➢ posture upright straight ➢ Breathly quality voice, low pitch. ➢ effective communicate character powerful determined stop other character entering
Lesson 12 To identify and refine performance x2 lessons	Identify, Refine Create	To be able to develop pieces using feedback given and development points	Rehearsal Feedback notes	I can... Identify moments where communication of the story isn't strong I can develop these moments to enhance storytelling using Epic Theatre	Can I identify weak moments? How can I change these moments to become more important?	 Activity 1: "Spotlight the Story" (25 minutes) Learning Focus: - I can identify moments where communication of the story isn't strong - I can use feedback to target and improve these moments  Breakdown: 1. Revisit & Reflect (5 minutes) Task: In groups, students review feedback from the previous lesson. Prompt: Which moments were unclear or confusing for the audience? Outcome: Highlight 1–2 key moments in the script or performance that need work. 2. Playback & Pinpoint (10 minutes) Task: Re-perform or read through the selected moments. Observers: Other group members or a peer group watch and note: - What is the intended message? - What's missing or unclear? Tool: Use a "Story Clarity Checklist" (e.g., Who? What? Why? How?) to guide observations. 3. Group Discussion (5 minutes) Task: Share observations and agree on what needs to change to clarify the story.

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						• Prompt: <i>What's the audience supposed to understand here? How can we make that clearer?</i> 4. Plan for Epic Theatre (5 minutes) • Task: Brainstorm how Epic Theatre techniques could help (see below). • Examples: • Narration • Placards • Direct address • Freeze frames • Gestus (clear physical expression of social relationships)
Lesson 13 To identify and refine performance	Identify, Refine Create	To be able to develop pieces using feedback given and development points	Rehearsal Feedback notes	I can... Identify moments where communication of the story isn't strong I can develop these moments to enhance storytelling using Epic Theatre	Can I refine further and explore my Brechtian technique to add in? Does my piece need this?	 Activity 2: "Epic Enhancements" (25 minutes) Learning Focus: • I can develop unclear moments using Epic Theatre techniques • I can enhance storytelling through Brechtian devices  Breakdown: 1. Epic Theatre Toolbox Recap (3 minutes) • Quick recap or mini-demo of Epic Theatre techniques: • Placards to clarify key messages • Direct address to break the fourth wall • Narration to explain context • Gestus to show power dynamics or social commentary 2. Reworking the Scene (12 minutes) • Task: In groups, rehearse the unclear moment using at least two Epic Theatre techniques. • Goal: Make the message clearer and more thought-provoking. 3. Perform & Peer Review (7 minutes) • Task: Perform the revised moment for another group. • Observers: Use a feedback sheet with prompts like: • <i>What was clearer this time?</i>

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						- Which Epic Theatre techniques were effective? - What could still be improved? 4. Final Reflection (3 minutes) Task: Each student writes or shares: - One thing I changed today that improved the story. - One Epic Theatre technique I found effective and why.
Lesson 14 Revisit AIC for C3	Woosh Revise Recap	To revisit AIC and have an understandable overview	Woosh quotes	I can... Understand the story of AIC Explore character and traits through Woosh process Develop my ideas on GSPEED and DEPART through practical work	Do I understand the story of AIC? Can I use the technique given to further my understanding from an actor's POV?	 Drama Activity: "Woosh into AIC" (30 minutes) Learning Objectives - I can understand the story of <i>An Inspector Calls</i> - I can explore character traits through the Woosh process - I can develop my ideas using GSPEED and DEPART in practical work  Activity Breakdown 1. Woosh the Story (10 minutes) Setup: Arrange chairs in a semi-circle. One chair is the "stage." Narrator (Teacher or Student): Reads a simplified version of the AIC plot aloud. Woosh Rule: When a character is introduced, a student jumps up and acts them out. When the narrator says "Woosh!", the student sits down and someone else takes over. Goal: Everyone gets involved and hears the full story in an active, memorable way. 2. Character Trait Freeze Frames (10 minutes) Task: In small groups, choose one character (e.g., Sheila, Mr. Birling, Inspector Goole). Create: A freeze frame showing a key moment for that character. Add: A GSPEED label to the freeze frame: Gesture

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						• Stance • Proximity • Eye contact • Expression(facial) • Dynamic • Share: Each group presents their freeze frame and explains how GSPEED helped show the character's traits. 3. DEPART Character Development (10 minutes) • Task: Use the DEPART acronym to deepen understanding of the character: • Diction • Emphasis • Pitch • Accent • Rhythm • Tone • In Pairs: Rehearse a short line or moment from the play using DEPART to shape the performance. • Perform: Share with another pair and give feedback on how DEPART helped clarify the character.
Lesson 15 Practical exam prep – C1 x 3 lessons	Performance Rehearsal Feedback Create	To prepare for Practical assessment of C1	Rehearsal Feedback – written and verbal	I can... Rehearse for a performance exam Take feedback and use it in my rehearsal	Am I able to keep revisiting the piece and adding to it? How do I do this if I feel the piece is finished?	 Activity 1: “Sharpen the Story” Focus: Rehearse key scenes and clarify storytelling Objectives • I can rehearse my devised piece with focus on clarity and intention • I can identify areas that need improvement based on feedback Structure 1. Warm-Up (5 mins) • Physical and vocal warm-up to energize the group • Quick recap of the story and themes of the devised piece 2. Focused Scene Rehearsal (20 mins) • Choose 2–3 key scenes that were unclear or underdeveloped

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						- Rehearse with emphasis on character motivation, staging, and audience impact - Use GSPEED and DEPART to shape performance choices 3. Peer Feedback (10 mins) - Perform scenes for another group - Use structured feedback prompts: <i>What was clear?</i> <i>What could be improved?</i> <i>How did the performance affect you as an audience member?</i>
Lesson 16 Practical exam prep – C1 x 3 lessons	Performance Rehearsal Feedback Create	To prepare for Practical assessment of C1	Rehearsal Feedback – written and verbal	I can... Rehearse for a performance exam Take feedback and use it in my rehearsal	Can I use the feedback given to me to further develop the piece?	 Activity 2: “Feedback in Action” Focus: Apply feedback to improve performance Objectives - I can take feedback and use it in my rehearsal - I can refine my performance choices to improve clarity and impact Structure Review Feedback (5 mins) - Revisit feedback from Activity 1 - Identify 2 specific areas to improve Rehearsal with Adjustments (20 mins) - Rehearse scenes again, applying feedback - Focus on vocal delivery, movement, and audience connection - Use GSPEED and DEPART to guide changes Mini Performances & Reflection (10 mins) - Perform revised scenes for peers or teacher - Reflect: <i>What changed? What worked better? What still needs work?</i>
Lesson 17	Performance Rehearsal	To prepare for Practical	Rehearsal	I can... Rehearse for a performance exam		 Activity 3: “Polish & Perform” Focus: Final rehearsal and performance polish Objectives

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Practical exam prep – C1 x 3 lessons	Feedback Create	assessment of C1	Feedback – written and verbal	Take feedback and use it in my rehearsal		- I can rehearse my devised piece with confidence and precision - I can prepare for performance conditions Structure Technical Run-Through (10 mins) - Practice entrances, exits, transitions, and cues - Check use of props, costume, and space Full Run Rehearsal (20 mins) - Perform the full devised piece as if in exam conditions - Focus on pacing, clarity, and ensemble work Final Feedback & Notes (5 mins) - Quick round of feedback from teacher or peers - Final notes for improvement before performance day
Lesson 18 Practical exam filming	Exam Performance	To perform for C1 exam	Performance	I can... Perform my piece for my practical exam Stay in character throughout and tell the story to the audience	Can I take all the things I have learnt and put them into practise for the filmed performance? How do I ensure I am concentrating to be able to perform to my best?	 Activity: “Lights, Camera, Character!” (45–60 mins) Learning Focus: - I can perform my piece for my practical exam - I can stay in character throughout and tell the story to the audience  Learning Objectives - Perform with focus, energy, and commitment - Maintain character throughout the filmed performance - Communicate the story clearly to the audience (camera)  Activity Breakdown Final Prep & Warm-Up Physical & Vocal Warm-Up: Focus on breath, projection, and articulation Character Reminder: Each student/pair/group quickly reviews: - Character’s objective - Key emotions and physicality

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						- GSPEED & DEPART elements 2. Camera Rehearsal (15 mins) Task: Run through the piece once with the camera in place (no recording yet) Focus: - Awareness of space and sightlines - Adjusting performance for camera (if needed) - Staying in character even during transitions 3. Filmed Performance (15–20 mins) Task: Perform the full devised piece as if it's the final exam Rules: - No stopping unless absolutely necessary - Stay in character throughout - Tell the story clearly to the audience (camera = examiner) 4. Playback & Self-Reflection (10–15 mins) Watch the footage (or a section of it) Reflection Prompts: - Did I stay in character throughout? - Was the story clear to the audience? - What would I improve for the final take?
Lesson 19 Hot evaluation	Initial response Evaluate Refine	To get initial responses from the performance into an evaluation	Films of performance to evaluate	I can... Watch my performance and evaluate it Look at stagecraft and Epic techniques used	Can I evaluate my own performance with a critical eye? Can I identify where I could have enhanced the piece and also where it succeeded?	 Activity: “Watch & Weigh Up” Learning Focus: - I can watch my devised performance and evaluate it - I can identify and assess the use of stagecraft and Epic Theatre techniques  Learning Objectives - Reflect critically on performance choices - Evaluate the effectiveness of Epic Theatre techniques

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				and discuss success of these		- Assess how stagecraft contributed to storytelling  Activity Breakdown 1. Set the Focus (5 mins) Discussion Prompt: <i>What Epic Theatre techniques did we use?</i> <i>What stagecraft elements (lighting, sound, set, costume, props) were important in our piece?</i> Hand out an Evaluation Sheet with sections for: - Epic Theatre techniques (e.g., placards, direct address, narration, gestus) - Stagecraft elements - Storytelling clarity - Characterisation and ensemble work 2. Watch the Performance (15–20 mins) Task: Watch the full filmed devised piece Instructions: Students take notes on their evaluation sheet while watching Focus Areas: - Did the Epic techniques enhance or distract from the message? - Was the stagecraft effective in supporting the story? - Did the performance maintain audience engagement? 3. Group Discussion & Peer Feedback (10 mins) In small groups, students share: - One moment where Epic Theatre was effective - One moment where stagecraft helped tell the story - One thing they would improve next time - Encourage use of drama vocabulary and reference to specific moments 4. Individual Reflection (5 mins)

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Drama

Autumn Half Term 1

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						Task: Write a short paragraph or bullet points: - What did I learn from watching my performance? - What would I do differently in a future devised piece?
Lesson 20 Completion of Portfolio	Evaluate Reflect Refine	To complete portfolio work for C1 adding media	Performance notes from the process. Film of the performance	I can... Discuss in writing, my performance and the whole rehearsal/creation process I can identify areas that needed development I can explain where development took place in practical work and how that affected the piece	Using notes from the hot evaluation, can I create a portfolio that is balanced and uses evaluation to explore the whole process?	 Activity: “Reflect & Write: My Devised Drama Journey”  Learning Objectives - I can discuss my performance and the rehearsal/creation process in writing - I can identify areas that needed development - I can explain where development took place in practical work and how that affected the piece  Activity Breakdown 1. Brainstorm & Timeline (10 mins) Task: Create a quick timeline of the devised piece journey: - Initial idea → Development → Rehearsals → Feedback → Final performance Prompt Questions: - What was your original concept? - What challenges did you face? - What feedback did you receive and how did you act on it? 2. Focused Writing Prompts (30 mins) Students write a structured reflection using the following sections:  Written Reflection Structure 1. Introduction (5 mins) - What was your devised piece about? - What themes or messages were you exploring? 2. The Rehearsal & Creation Process (10 mins) - How did your group develop the piece? - What practical exercises helped shape your ideas? - Where did you use Epic Theatre or other techniques?

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						3. Development Moments (10 mins) • Identify 2–3 key moments where the piece changed or improved • What feedback led to these changes? • How did these changes affect the final performance? 4. Final Performance Reflection (5 mins) • How did you feel about your performance? • Did you stay in character and tell the story clearly? • What would you improve next time?