Holy Family Catholic School – Faculty of Drama Autumn Half-Term 2 Year 11

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 1 L1/2 *Rehearse C1*	*Feedback* *Development* *Practitioner* *Rehearse*	To revisit and prep for C1 in rehearsals	Through quiz and feedback	To be able to perform whilst staying in character To be able to clearly implement the Brechtian techniques in the scene To tell the story	How can you effectively implement feedback into your GCSE Drama devising piece? **A.** Ignore feedback and stick strictly to your original ideas. **B.** Discuss the feedback with your group, then make changes to your performance, script, or staging based on suggestions. **C.** Only consider feedback from your teacher and disregard peer input. **D.** Reflect on the feedback and experiment with adjustments during rehearsal, keeping what improves the performance and discarding what doesn't. **E.** Make random changes without considering how they affect the overall performance. ✅ **Best answers: B** and **D** – both show thoughtful	Red Zone: Rehearse Peer/teacher feedback Make changes

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					integration of feedback, which is exactly what GCSE examiners look for.	
Week 1 L1/2 *Rehearse C1*	*Feedback* *Development* *Practitioner* *Rehearse*	To revisit and prep for C1 in rehearsals	Through quiz and feedback	To be able to perform whilst staying in character To be able to clearly implement the Brechtian techniques in the scene To tell the story	Which of the following are effective ways to implement feedback in your GCSE Drama devising piece? **A.** Ignore all feedback and continue performing exactly as planned. **B.** Discuss feedback with your group and make considered changes to performance, script, or staging. **C.** Only take on board feedback from your teacher, ignoring peers' suggestions. **D.** Reflect on feedback and experiment with adjustments in rehearsal, keeping what improves the performance. **E.** Make random changes to the performance	Red Zone: Rehearse Peer/teacher feedback Make changes

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					without understanding the reason behind the feedback. **F.** Use feedback to refine characterisation, timing, or movement to strengthen the overall piece. **G.** Record the performance after applying changes to review whether the feedback improved the piece. **H.** Avoid feedback entirely to show confidence in your original ideas. **I.** Focus on making changes that will impress the examiner rather than genuinely improve the piece. **J.** Apply feedback selectively, testing ideas in rehearsal and keeping only those that work effectively.	

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Week 2 L1 *Rehearse and develop*	*Crew* *Tech* *Costume* *run*	To make decisions and get them on the floor	Through quiz and feedback	To be able to rehearse and give ideas about development whilst staying open to other people's ideas and trying these out.	How can I make sure that our group tries all suggestions out and how can this help our pieces to develop?	Red Zone: Rehearse Peer feedback Make changes Rehearse
Week 2 L2 *Rehearsal and development*	*Rehearse* *Continuity* *Recall*	To understand where the groups are with devising and to make decisions to develop the pieces	Performance implementing feedback	To be able to rehearse whilst staying in character To be able to clearly implement the Brechtian techniques in the scene To tell the story	What is important to consider during a rehearsal? **A.** Treat it like a full performance with costumes, props, and technical elements. **B.** Ignore timing and focus only on memorizing lines. **C.** Test lighting, sound, and set changes to ensure everything runs smoothly. **D.** Get feedback from peers or teachers to make final adjustments. **E.** Skip rehearsing difficult scenes since you already know them. **F.** Practice transitions between scenes and entrances/exits as in the real performance.	Red Zone: Devise and develop Peer feedback Rehearse Final Dress

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					G. Focus only on acting, leaving costumes and props for the final show. **H.** Note any last-minute issues with staging, props, or technical cues.	
Week 2 L3 *Where are we at?*	Run Rehearse Feedback	To gain insight and teacher feedback	Run through for class	To be able to stay in character for a rehearsal To be able to implement feedback into the piece successfully	Which of the following contribute to a good performance in GCSE Drama? **A.** Strong understanding and portrayal of your character. **B.** Clear voice projection and expressive delivery. **C.** Effective use of stage space, movement, and body language. **D.** Ignoring cues from other performers or the director. **E.** Maintaining energy and focus throughout the performance.	Performance of pieces and taking feedback from peers and teacher

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Week 3 L1/2/3 *Final decisions and rehearsal*	Rehearsal Final decisions Props tech	To create what the piece will look like in performance	Questioning	To recap pieces and take on feedback given to sharpen performances for final recording To discuss and explore the artistic intentions of the piece	What are artistic intentions in GCSE Drama? **A.** The ideas, themes, or messages the creator wants the audience to understand. **B.** The actor's personal opinion about the play that isn't shared with the audience. **C.** The mood, atmosphere, or emotional impact the performance aims to create. **D.** Random decisions about props, costumes, or staging without purpose. **E.** The choices made to communicate meaning clearly through performance.	Blocking: • Recap blocking • Rehearse • Feedback • Develop artistic intentions
Week 4 L1/2/3 *To develop Pieces ready for recording*	*DEPART, GSPEED, BEPLACES vocab, blocking*	To rehearse using tech ad props and develop transitions	Recall	To be able to demonstrate understanding of piece and artistic intentions To be able to develop pieces ready for	**How can I show the issue using Brechtian technqiues?** **How can I create interesting transitions between scenes?**	Rehearsal and development

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
				recording, implementing tech		
Week 4 L2 *To develop Pieces ready for recording*	*DEPART, GSPEED, BEPLACES vocab, blocking*	To rehearse using tech ad props and develop transitions	Recall	To be able to demonstrate understanding of piece and artistic intentions To be able to develop pieces ready for recording, implementing tech	**How can I show the issue using Brechtian technqiues?** **How can I create interesting transitions between scenes?**	Rehearsal and development
Week 4 L1/2/3 *To develop Pieces ready for recording*	*DEPART, GSPEED, BEPLACES vocab, blocking*	To rehearse using tech ad props and develop transitions	Recall	To be able to demonstrate understanding of piece and artistic intentions To be able to develop pieces ready for recording, implementing tech	**How can I show the issue using Brechtian technqiues?** **How can I create interesting transitions between scenes?**	• Rehearsal and development • Perform final version for final feedback
Week 5 L1/2 Rehearsal and Feedback	Rehearse Develop Subtext Dynamics	To have a sustained time rehearsing and developing the devised pieces for recording	Learning lines Recall of work already done	Students will: • Develop scenes for performance • Give and receive written feedback • Act on feedback to develop scenes and storytelling	What do I need to do to enhance my performance and the audience's understanding of the piece? How can I ensure my group is working effectively to our end goal?	• Final development and decisions • Final rehearsal • Final feedback

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Week 5 L1/2 Rehearsal and Feedback	Rehearse Develop Subtext Dynamics	To have a sustained time rehearsing and developing the devised pieces for recording	Learning lines Recall of work already done	Students will: • Develop scenes for performance • Give and receive written feedback • Act on feedback to develop scenes and storytelling	What do I need to do to enhance my performance and the audience's understanding of the piece? How can I ensure my group is working effectively to our end goal?	• Final development and decisions • Final rehearsal • Final feedback
Week 6 L1 Dress rehearsal	Dress Performance Tech	To have a dress rehearsal of the final pieces to record this week	Recall	To have had a successful dress rehearsal implementing all devised ideas into the performance To have stayed in character throughout	**How do I stay in character even if things go wrong?** **What do I need to do to make sure the story is clear and concise?**	• Dress rehearsal
Week 6 L2/3 Recording pieces	Choices Context Lighting Sound Props Costume Performance	To record the C1 pieces	Recall and rehearsal	To successfully record the devised pieces for C1	**How do I stay in character even if things go wrong?** **What do I need to do to make sure the story is clear and concise?**	• Record pieces
Week 6 L2/3 Recording pieces	Choices Context Lighting Sound Props	To record the C1 pieces	Recall and rehearsal	To successfully record the devised pieces for C1	**How do I stay in character even if things go wrong?**	• Record pieces

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	Costume Performance				**What do I need to do to make sure the story is clear and concise?**	
Week 7 L1/2	Portfolio	To continue to create the C1 portfolio and evaluation	Recall Video of performance	Identifying what was successful Identifying what needed improvement and how that could be done Being able to put this in words for portfolio	**What was successful in the process?** **How did I contribute to the Process?** **Did we manage to implement Brechtian techniques effectively?** **What would I change?**	• Development of portfolio • Evaluation of whole process