

	UNIT TITLES	LEARNING OBJECTIVES	ASSESSMENT ASSIGNMENTS
TERM 1	<p>‘Missing’ Stimulus from a poem: “What happened to Lulu?” by Charles Causley. A young girl runs away from home.</p> <p>Issues explored:</p> <ul style="list-style-type: none"> - Why young and old people leave/run away from home - Family life - Outside the family in society - Self esteem - Living on the streets / homelessness - Mental and physical welfare - Who to turn to for help 	<ul style="list-style-type: none"> • Analysing the poem for hidden clues • To make a naturalistic scene using theatre skills • Use of imagination • Enquiry and problem solving • Group communication skills • Listening skills • Use of monologues to express central character’s feelings 	<ul style="list-style-type: none"> • Written pieces of work, e.g. diary entries, letters and monologues • Performance skills and drama techniques
TERM 2	<p>Propaganda: Stimuli’s using a newspaper article – curfew on women which involves bogus taxi drivers, doctors and people in responsible professions – they are not who they say they are in real life, false pretence.</p> <ul style="list-style-type: none"> - Is there a curfew on women? - Newspaper articles, media and advertising - How agitation and propaganda was used in the First World War and also in the Second World War - What effect is has on today’s society 	<p>Using a newspaper article as a stimulus teaching a style of theatre “Agit Prop”</p> <ul style="list-style-type: none"> • Creating a piece of informative theatre • Exploring fear and creating atmosphere with tension • Investigation of a fictional letter written by a child, with the hidden agenda reading between the lines, the clues from the letter causing concern to members of this particular family • From the newspaper article what curfew means • How much is the media responsible • Putting a different slant on the story • Respond to the opportunities offered by text/stimulus • To appreciate and understand drama as an art from creating their own performances • Using reporting techniques • storytelling 	<p>Two assignments:</p> <ul style="list-style-type: none"> • One as a group writing their own propaganda newspaper article from a reporter’s point of view • Perform the article using their work as stimulus in front of an audience
<p>TERM 3 1st Half</p> <p>TheCrucible by Arthur Miller</p> <p>2nd Half</p>	<p>“The Legend” – story of Jan Reynolds to follow on to the story telling</p> <p>TheCrucible by Arthur Miller</p> <p>The Process of Writing Plays:</p> <ul style="list-style-type: none"> - Looking at text - Putting ideas together from the playground - Games children played – from the games ideas are formed - Putting ideas into written form - Creating characters - Plot - Setting - Turning childhood games into a play - Creating different scenes where each scene daisy chains together - Storyboard sequences of their scenes 	<ul style="list-style-type: none"> • Interpreting text/language • Understanding relationship of the characters <p>From early childhood memories games we made up:</p> <ul style="list-style-type: none"> • Use of imagination • Building on characterization • Understanding text/dialogue • Format of a script to include stage directions/lighting and cues • Rehearsing and performing plays 	<ul style="list-style-type: none"> • Understanding the play • Analyzing the text • Characters – perform the play • Looking at witchcraft percussion <ul style="list-style-type: none"> • Script work • Performance using performance technique