

	UNIT TITLES	LEARNING OBJECTIVES	ASSESSMENT ASSIGNMENTS
<b>TERM 1</b>	<p><b>‘Missing’</b> 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"> <li>- Why young and old people leave/run away from home</li> <li>- Family life</li> <li>- Outside the family in society</li> <li>- Self esteem</li> <li>- Living on the streets / homelessness</li> <li>- Mental and physical welfare</li> <li>- Who to turn to for help</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the poem for hidden clues</li> <li>• To make a naturalistic scene using theatre skills</li> <li>• Use of imagination</li> <li>• Enquiry and problem solving</li> <li>• Group communication skills</li> <li>• Listening skills</li> <li>• Use of monologues to express central character’s feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Written pieces of work, e.g. diary entries, letters and monologues</li> <li>• Performance skills and drama techniques</li> </ul>
<b>TERM 2</b>	<p><b>Propaganda:</b> 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"> <li>- Is there a curfew on women?</li> <li>- Newspaper articles, media and advertising</li> <li>- How agitation and propaganda was used in the First World War and also in the Second World War</li> <li>- What effect is has on today’s society</li> </ul>	<p>Using a newspaper article as a stimulus teaching a style of theatre <b>“Agit Prop”</b></p> <ul style="list-style-type: none"> <li>• Creating a piece of informative theatre</li> <li>• Exploring fear and creating atmosphere with tension</li> <li>• 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</li> <li>• From the newspaper article what curfew means</li> <li>• How much is the media responsible</li> <li>• Putting a different slant on the story</li> <li>• Respond to the opportunities offered by text/stimulus</li> <li>• To appreciate and understand drama as an art from creating their own performances</li> <li>• Using reporting techniques</li> <li>• storytelling</li> </ul>	<p>Two assignments:</p> <ul style="list-style-type: none"> <li>• One as a group writing their own propaganda newspaper article from a reporter’s point of view</li> <li>• Perform the article using their work as stimulus in front of an audience</li> </ul>
<p><b>TERM 3</b> <b>1<sup>st</sup> Half</b></p> <p><b>TheCrucible</b> <b>by Arthur Miller</b></p> <p><b>2<sup>nd</sup> Half</b></p>	<p><b>“The Legend”</b> – story of Jan Reynolds to follow on to the story telling</p> <p><b>TheCrucible</b> <b>by Arthur Miller</b></p> <p><b>The Process of Writing Plays:</b></p> <ul style="list-style-type: none"> <li>- Looking at text</li> <li>- Putting ideas together from the playground</li> <li>- Games children played – from the games ideas are formed</li> <li>- Putting ideas into written form</li> <li>- Creating characters</li> <li>- Plot</li> <li>- Setting</li> <li>- Turning childhood games into a play</li> <li>- Creating different scenes where each scene daisy chains together</li> <li>- Storyboard sequences of their scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting text/language</li> <li>• Understanding relationship of the characters</li> </ul> <p><b>From early childhood memories games we made up:</b></p> <ul style="list-style-type: none"> <li>• Use of imagination</li> <li>• Building on characterization</li> <li>• Understanding text/dialogue</li> <li>• Format of a script to include stage directions/lighting and cues</li> <li>• Rehearsing and performing plays</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the play</li> <li>• Analyzing the text</li> <li>• Characters – perform the play</li> <li>• Looking at witchcraft percussion</li> </ul> <ul style="list-style-type: none"> <li>• Script work</li> <li>• Performance using performance technique</li> </ul>