



To REVIEW like a Drama Critic

| <u>Reading</u> | <u>Writing</u> | <u>Speaking and Listening</u> |
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| <ul style="list-style-type: none"> • Navigation of script structure • Reading and memorising scripted speech with precision • Analytical perspective encompassing a range of viewpoints - Reviews • Decipher word problems • Specific vocabulary that can be easily confused • Contextualising | <ul style="list-style-type: none"> • Precise vocabulary • Structured note taking • Analytical writing • Self-reflections / evaluations about both the process and performance • Justification of creative choices | <ul style="list-style-type: none"> • Use precise language used within scripted texts • Use formal vocabulary describing self and peer reflection or analytical statements from professional works • Use key vocabulary with accuracy • Project loudly and clearly using full sentences • Replace fillers with precise, academic language • Listen and watch performance work attentively |

Strategies/pedagogy to support...

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| <p>Reading:</p> <ul style="list-style-type: none"> • Questioning. ... • Analysing text structure. ... • Summarizing • Highlight or Annotate the Text. ... • Take Notes on Main Points. ... • Write Questions as You Read. ... • Look Up Words You Don't Know. ... Clarifying • Make Connections / Activating prior knowledge • Morphology • The reciprocal reading approach as highlighted above (Summarize, question, clarity predict) • self-quiz using retrieval practice | <p>Writing:</p> <ul style="list-style-type: none"> • Sentence starters • Tier 2 words • DIRT • Knowledge organisers • Peer / self-assessment - checklists • Modelling / verbal and written exemplar at various levels • Computer - length and quality of writing • Pre-writing First 5 recaps • Motivation: Collaboration / Competition | <p>Speaking and listening:</p> <ul style="list-style-type: none"> • Accountable to ensure talk is high quality, emphasises how talk can be subject specific. • Modelling high quality talk, including key vocabulary and metacognitive reflection. <ul style="list-style-type: none"> • Deliberately sequencing talk activities • Open-ended questions • Using wait time to reframe / extend / justify responses • Precise feedback • Verbal sentence starters • Frayer model - vocab and writing linked |
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Curriculum opportunities (Year 9)

| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| <ul style="list-style-type: none"> • By target setting and reviewing targets • Milestone evaluations of self-improvements • Self and peer feedback / feedback • Using Word/ vocabulary recognition and understanding • Comprehension: Reading objectives with built in command words. • Asking questions challenging ideas of own skills. (Reading, writing, speaking, listening) • Using scripted scenes to develop skills – combining reading and speech | <ul style="list-style-type: none"> • Comprehension: Reading objectives with built in command words. • Reading script extracts aloud, independently and in groups when rehearsing for practical performance. • By target setting and reviewing targets • Milestone evaluations of self-improvements • Self and peer feedback / feedback • Using Word/ vocabulary recognition and understanding • Asking questions challenging ideas of own skills. (Reading, writing, speaking, listening) | <ul style="list-style-type: none"> • Comprehension: Reading objectives with built in command words. • Reading script extracts aloud, independently and in groups when rehearsing for practical performance. • Self and peer feedback / feedback • Using Word/ vocabulary recognition and understanding • Asking questions challenging ideas of own skills. (Reading, writing, speaking, listening) • Describing how performance skills were used both orally and in writing • Explaining and justifying why creative choices were made both orally and In writing. | <ul style="list-style-type: none"> • Comprehension: Reading objectives with built in command words. • Peer discussions about professional work • Using Word/ vocabulary recognition and understanding • Asking questions challenging ideas of own skills. (Reading, writing, speaking, listening) • Describing how performance skills were used both orally and in writing • Explaining and justifying why creative choices were made both orally and In writing. | <ul style="list-style-type: none"> • Comprehension: Reading objectives with built in command words. • Researching Drama styles and reading online articles about practitioners • Self and peer feedback / feedback • Using Word/ vocabulary recognition and understanding • Asking questions challenging ideas of own skills. (Reading, writing, speaking, listening) • Discussion and planning with groups before creative tasks • Reading about stimuli and researching given stimuli • Writing an independent response to a stimulus | <ul style="list-style-type: none"> • Comprehension: Reading objectives with built in command words. • Self and peer feedback / feedback • Using Word/ vocabulary recognition and understanding • Asking questions challenging ideas of own skills. (Reading, writing, speaking, listening) • Describing how performance skills were used both orally and in writing • Explaining and justifying why creative choices were made both orally and In writing. • Evaluating the rehearsal process by writing a milestone performance log • Evaluating final performance. |
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