

### Drama Lesson Framework

#### **Session title(s):**

Introduction to Sectarianism.

The language of sectarianism.

Exploring sectarianism: case studies.

#### **Number in Sequence**

1 – 3

#### **General aims - pupils should be able to:**

- Build the belief and establish the core characters in the fictional content.
- Communicate ideas and feelings through language, expression and movement in real and imaginary worlds.
- Develop confidence and self-esteem in day-to-day interaction with others.
- Develop sensitivity towards the feelings, opinions and values of others through interaction.

#### **Objectives - pupils will:**

- Develop their own initiative by selecting ideas, contributing to and negotiating in-group discussions.
- Present and portray ideas and actions, emotions through language, voice and movement in a variety of situations.
- Demonstrate knowledge and understanding (K & U) of characterisation and relationships.

### Drama Lesson Framework

#### **Methods of assessment:**

Observations of the pupils, using assessment sheet - summative assessment.

#### **Teaching strategies and conventions to be used:**

- Role on the wall - discuss the topic in question.
- Tableau to create visual imagery of characters.
- Small group improvisation.
- Newspaper article to create discussion.

**Drama Lesson Framework**

**Session title(s):**

Characterisation and Sectarianism.  
The Reality.

**Number in Sequence**

4 – 5

**General aims - pupils should be able to:**

- Develop confidence and self-esteem through language and self-expression.
- Research new understandings and appreciation of self, others and the environment through imaginative and dramatic experience.
- Understand the type of person/character who can be pressured in the above situation.

**Objectives - pupils will:**

- Demonstrate K & U of characterisation and relationships. Make real and symbolic use of space and resources.
- Portray a variety of characters by using appropriate language, voice and movement demonstrating creative ability.
- Use presentation skills to show drama work to an audience.

**Methods of assessment:**

Observations of group and individual work.

**Teaching strategies and conventions to be used:**

- Leading individual work.
- Pupils discussing.

**Drama Lesson Framework**

**Session title(s):**

Characterisation and Sectarianism 2

**Number in Sequence**

6

**General aims - pupils should be able to:**

- Acknowledge characters - problems of making decisions and having responsibility.
- Communicate ideas and feelings through language, expression and movement through real and imaginary context.
- Develop a range of dramatic skills and techniques.

**Objectives - pupils will:**

- Demonstrate K & U of characteristics and relationships.
- Create, initiate and select ideas in shape-shifting activity.
- Use presentation skills to show drama work to an audience / class during cross-cutting sequence.

**Methods of assessment:**

Observations of class and pupils using assessment sheet.

**Teaching strategies and conventions to be used:**

- Group work.
- Improvisation.
- Teacher as motivator.

### Drama Lesson Framework

**Session title(s):**

Behaviour, friendship and sectarianism

**Number in Sequence**

7

**General aims - pupils should be able to:**

- Communicate ideas and feelings through language, expression and movement in real and imaginary context.
- Develop confidence and self-esteem in day-to-day interaction with others.
- Develop sensitivity towards feelings, opinions and values of others through purposeful interaction.
- Explore the temptations and pressures experienced by young people.

**Objectives - pupils will:**

- Demonstrate K & U of characterisation and relationships.
- Create, co-operate and participate in group activity/adapt and work with a variety of roles using appropriate language.
- Present and evaluate the work of self and others.

**Methods of assessment:**

Observing the pupils drama and noting down their progress using baseline assessment.

**Teaching strategies and conventions to be used:**

- Discussions.
- Improvisation.
- Writing in role.

### Drama Lesson Framework

**Session title(s):**

Young People and sectarianism

**Number in Sequence**

8

**General aims - pupils should be able to:**

- Research drama topics, understanding and appreciating themselves and others and the environment through imaginative dramatic experience.
- Communicate new ideas and feelings through language, expression and movement in real and imaginary context.
- Develop a range of dramatic skills and techniques.
- Explore rules and how individuals manipulate them - do individuals who follow the rules resort to breaking them if they observe others succeeding by doing so?

**Objectives - pupils will:**

- Demonstrate K & U of characterisation and relationships.
- Create, adopt and work out a variety of rules using appropriate language and movement.
- Present and demonstrate technical skills in aspects of drama.

**Methods of assessment:**

Observation of class participation in the drama.

**Teaching strategies and conventions to be used:**

- Out-of-role discussions.

### Drama Lesson Framework

**Session title(s):**

Too late to change?  
Project performances.

**Number in Sequence**

9 – 10

**General aims - pupils should be able to:**

- Research new understanding and appreciation of self and others and the environment through imaginative dramatic experience.
- Communicative ideas and feelings through language/expression and movement in real and imaginary context.
- Develop sensitivity towards feelings, opinions and values of others through purposeful interaction.
- Understand why we have rules and what happens if we do not have them.

**Objectives - pupils will:**

- Demonstrate K & U of theatre arts and technology and their contributions to planning.
- Create, contribute to, and negotiate in, group discussions / initiate and select ideas.
- Present and evaluate the work of others, demonstrate technical skills in aspect of drama.

**Methods of assessment:**

Observation of drama within the classroom, baseline assessment.

**Teaching strategies and conventions to be used:**

- Discussions.