



<b>Subject:</b> Drama	<b>Year Group:</b> 9	<b>Unit:</b> Cookies
<p><b>Unit objectives:</b></p> <p>The play <i>Cookies</i> explores the risks faced online, how their effects can accumulate beyond control and how solidarity can be found in a combination of online and offline interactions. Shedding light on sexting and revenge porn, as well as showing the devastating effects of repeated and accumulative verbal abuse through text messages and online comments, <i>Cookies</i> clearly illustrates the rampant nature of online communications and the serious legal and lasting implications which thoughtless behaviour online can have. While looking both at the positive ways young adults socialise and learn online, the play also touches on the negatives of the internet, including grooming, catfishing and radicalisation, helping to explain the extremes that can happen behind the anonymous screen.</p> <ul style="list-style-type: none"> <li>- I can provide a critical evaluation of a theatre production as a performance piece</li> <li>- I can provide a critical evaluation of a theatre production as a piece of theatre in education</li> <li>- I can identify key themes in the production related to online risk</li> <li>- I can identify and apply theatrical performance techniques used in the production (e.g. cross cutting, thought tracking etc).</li> <li>- I can apply advance dramatic techniques to performance linked to a stimulus</li> </ul>		
<p><b>Context for study:</b></p> <p>Students will have varying degrees of past exposure to theatrical productions, specifically theatre in education. This module should be used to introduce and develop students' knowledge of key terminology, techniques and messaging whilst developing their understanding of how these elements can be embedded within their own drama practice. They will develop skills in teamwork, cooperation, collaborative working, performance, and evaluation through a series of structured exercises. They will also view the professional production of <i>Cookies</i> to develop knowledge of online risks and evaluate how they feel the production is successful/unsuccessful in doing this. From this, students will develop their own short performance piece to highlight key issues they feel are relevant to young people in 21<sup>st</sup> Century Britain.</p> <p>In Year 9 many pupils will have made the decision regarding their KS4 options. The study of cookies allows the opportunity to explore wider PSHE related topics that are significant and relevant whilst providing key knowledge and terminology that will be relevant to those pupils continuing their study of Drama into KS4 .</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <ul style="list-style-type: none"> <li>• To be able to describe what is meant by <b>Theatre in Education (TIE)</b>,</li> <li>• Identify moments in the piece where techniques <b>Cross Cutting, Split Stage</b> and <b>Thought Tracking</b> are used</li> <li>• Evaluate the suitability of the text for the <b>target audience</b>.</li> <li>• Evaluate the piece as a <b>performance piece</b> and its success in engaging the intended audience.</li> <li>• Develop a piece of performance art linked to issues faced by young people in 21<sup>st</sup> Century Britain</li> <li>• Perform using one or multiple techniques including <b>Cross Cutting, Split Stage</b> and <b>Thought Tracking</b></li> <li>• <b>Evaluate</b> work of others</li> </ul>		

## The Warriner School Subject Curriculum Map

<p><b>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></b></p>	<p><b>Literacy and Oracy development opportunities:</b>  <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Teacher taught vocabulary will be regularly tested through teacher led differentiated Q&amp;A sessions allowing take up time before asking students what they can recall from previous lessons</p> <p>Group work develops students use of oracy, encouraging speaking and listening skills</p> <p>Peer evaluation assessment opportunities creates opportunities for students to use subject specific vocabulary whilst using speaking and listening/oracy skills</p> <p>Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons</p>
<p><b>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></b></p> <p>Practical work and performance will reflect the knowledge and learning gains made so far with the different mediums/elements appearing present in student's drama work.</p> <p>Students will be heard regularly using subject specific vocabulary as they discuss both their own performance work and the work of their peers.</p> <p>Students will be able to answer mini-quiz questions at the start of each lesson to assess learning gains made</p> <p>Assessment to be conducted with the final performance piece.</p>	