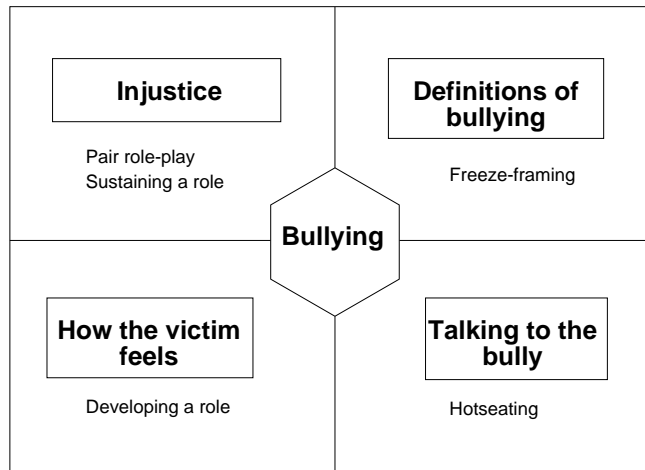


Topic outline

Try to break each topic into four areas. (Some teachers, however, may feel that they want to consider three areas only. In this case only three of the box areas are completed. If the teacher feels that there are more than four areas in the topic then two areas could be noted in one box area.) Look at the following example:



The four areas of content identified for exploration in the topic are:

- Injustice
- Definitions of bullying
- How the victim feels
- Talking to the bully

Each area covers one or two lessons. Particular drama skills are noted in each area. Some teachers may want to allocate two drama skills to an area (as in box 1 above, injustice). **Master 14** (page 25) can be used to help plan the topic. This plan can then be transferred to the drama topic outline (use **Master 15**, page 26). An example of a completed drama topic outline is shown overleaf:

Drama topic outline		
Bullying		Key Stage 3
Content	Drama skills/techniques	Personal/social skill
Injustice	Pair role-play Sustaining a role	Listening
Definitions of bullying	Freeze-framing	
How the victim feels	Developing a role	
Talking to the bully	Hotseating	

Cross-curricular link to PSE, English and whole school policy

Note how the personal/social skill box only contains one skill for the whole project. The blank box can be used for any of the following notes:

- all the drama skills used in the topic
- a detailed note of the content
- a note on links across the curriculum
- any other appropriate details.

By using the Drama topic outline sheet the topic has been summarised in a few words. In addition, the teacher may have their own set of notes which they will use as their lesson plans.

A record of the topics

It takes time to build up a number of topics. Most teachers will create them over a period of time, building on their own ideas and cross-curricular opportunities available.

Sometimes a few Drama teachers may get together and pool ideas. There are also several Drama publications which set out interesting practical lessons (for example, see the starred titles on page 2).

It is necessary to develop a number of topics, eventually having in place for each year group more topics than can be taught. This allows a degree of choice. When the topics have been developed decide upon some sort of order.

For example, consider:

- which topics are appropriate as introductions to the subject
- which drama skills will be used in the topic
- how appropriate the drama skills are for the year group
- how do the drama skills fit into the students' progression in the subject
- which content will appeal to the year group
- where cross-curricular topics fit in with other subjects
- when is the appropriate time for topics such as bullying or litter.

The topics should be listed with any appropriate notes. Keeping this record and the topic outlines means any teacher or student teacher new to the department can see at a glance the breadth and style of the work being covered. This will be useful as they create their own topics.

Areas of Assessment

Content	Drama skills and techniques	Personal and social skills	Reflecting, analysing and appraising	General interest	Attitude and behaviour
<p>Specific details</p> <p>Awareness of different points of view</p> <p>Awareness of when point of view is challenged and changed through the drama</p> <p>Making sense of the issues/today's values</p> <p>Clarifying and relating ideas</p> <p>Developing ideas</p>	<p>Working in role and associated techniques</p> <p>Prepared improvisation/ presentation techniques</p> <p>Ability to select appropriate drama form with which to enhance and make artistic statements</p> <p>Stagecraft</p>	<p>Responding as a sensitive team member/leader</p> <p>Developing creative ways of leading and collaborating</p> <p>Communicating with team members</p> <p>Developing language skills</p>	<p>Oral and written evaluation in response to drama workshop</p> <p>Particular ability to use drama language</p> <p>Oral and written appraisal of performances seen</p>	<p>Involvement in extra-curricular activities such as drama clubs, school productions, etc</p> <p>Working with professional artists</p> <p>Involvement with off-site visits</p> <p>Involvement in drama outside of school created activities</p>	<p>Related to school discipline policy and acceptable codes of behaviour</p>

3 Evaluating

The evaluation of the student's drama work takes place by themselves and their teacher.

The student's evaluation

The student's evaluation of their work is part of the learning process taking place in Drama. The evaluation helps consolidate the learning. Students evaluate their work orally amongst themselves and in discussion with the teacher.

However, this often means that the teacher has no record of the evaluations so it becomes necessary to involve the student in some written responses. Therefore the questions set by the teacher are very important. Students should be aware of these questions before and as the drama takes place. Students awareness of what the final evaluation questions are will help them to focus on the aspects of the drama work that the teacher deems important for the topic. The questions may relate to targets the teacher wants to set. For example, the teacher may want to focus the students on 'sustaining a role'. If the student is aware that he/she will have to comment on this at the end of the project, then being aware of the target from the beginning will help him/her focus on the practical work. It will also help their awareness to gather information to substantiate the comments they will make on the evaluation form.

Clear targets and targets relevant to the group are important. This pack contains two forms that can be used for student evaluation (**Masters 26** and **27**, pages 49 to 51). The two different forms are simply to anticipate teacher preference. The only difference between them is the amount of space awarded to the final (blank) section (in the case of **Master 27** just add a blank sheet for this). The forms begin with spaces for the student to enter the topic title, his/her name, the date and the student's class. After this the forms are divided into four sections. The content section will be used for questions (and the student's answer) relevant to the content. The student reads the question and writes their response. Students respond in a similar way to the drama skills/techniques and personal/social sections.

The final blank section can be used:

- to add further comments the student may want to make
- for the teacher to add further questions to any of the previous sections
- for the student to create an extended piece of writing
- to set negotiated targets for the next topic
- for writing-in-role
- for comments from the teacher.

DRAMA		Name: _____				
		Form: _____				
		Date: _____				
Year 8	Grades					Comment
	1	2	3	4	5	
	Understanding of role-play and associated techniques					
	Prepared improvisation techniques/working with text					
	Oral and written evaluation					
Ability to make sense of the issues raised						
Working attitude						

Grades: 1 = Exceptional 5 = Limited

Signature: _____