



## Scheme of Learning: Shaun Tan-The Arrival

### Year: 7      Unit: Devising from stimulus

Sequence 1: To introduce stimuli and understand what stimulus means.	Sequence 2: To explore stimulus in a range of mediums and understand the appropriate steps to devise from them.	Sequence 3: To explore themes of immigrants and refugees as per the book The Arrival	Sequence 4:
<ul style="list-style-type: none"> <li>• Introduce keywords 'stimuli' and 'devise'. Give examples using images from the novel.</li> <li>• Introduce a structure for the students to follow to enable them to devise from stimulus effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce stimulus in others forms including music, poetry and articles.</li> <li>• Explore the stimuli using the previous structure to embed this structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the intended themes from the book including refugees and immigrants.</li> <li>• Experience class improvisation and become the character of a migrant. Developing empathy and understanding.</li> </ul>	
Interleaving:	Deeper Learning:	Formative Assessment:	
<p>Students will use skills learnt from the previous characterisation unit when developing their characters and will use the KO to further their understanding of characterisation.</p> <p>Conventions from the first unit will be incorporated and they will use those conventions to develop their devised work.</p>	<p>Discussions around immigrants and refugees.</p> <p>Reflection on their own understanding of these themes and opportunity to discuss this in a safe environment.</p> <p>Opportunity to discuss the images in relation to current society.</p>	<p>The students will need to show an understanding of what stimuli and devising mean.</p> <p>They will need to demonstrate that they understand the steps that they need to take in order to fully explore a stimuli.</p>	



## Scheme of Learning: Hillsborough Disaster

### Year: 8      Unit: Devising and characterisation

Sequence 1: To introduce the Hillsborough Disaster and for the students to understand the events.	Sequence 2: To explore the use of cross cutting and its impact on performance.	Sequence 3: To explore the use of dramatic monologues.	Sequence 4: Introduce Bottleneck play extracts.
<ul style="list-style-type: none"> <li>• Introduce the Hillsborough Disaster.</li> <li>• Explore the perspectives of the characters through devising.</li> <li>• Introduce music as a tool to create impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce cross-cutting.</li> <li>• Show a process that allows cross-cutting to become its most effective and provide clarity for an audience.</li> <li>• Introduce dramatic irony and explore examples of this in other contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce monologue from a survivor of the disaster.</li> <li>• Understand what makes a good monologue by exploring language.</li> <li>• Introduce split-role technique.</li> <li>• Students to explore the use of split-role to perform a group monologue.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore one character from the play.</li> <li>• Students will focus on vocal and physical elements to make their character as believe as possible.</li> </ul>
Interleaving:	Deeper Learning:	Formative Assessment:	
<p>Students will use skills learnt from the previous characterisation unit when developing their characters and will use the KO to further their understanding of characterisation.</p> <p>Conventions from the first unit will be incorporated and they will use those conventions to develop their work.</p>	<p>Reflection on their own understanding of these events and opportunity to discuss their thoughts and feelings in relation to this.</p> <p>Monologue reading and writing.</p> <p>Understanding of dramatic irony in wider contexts.</p>	<p>The students will need to show an understanding of their own character choices.</p> <p>They will need to demonstrate that they understand musical impact on a performance.</p> <p>They will need to understand how and why split role impacts an audience.</p>	