Drama

In drama students often explore sensitive and emotive stimuli and as a result it is very important that students are trained to become active examiners rather than passive observers of the sources which they use. This will enable students to create high quality and intelligent performance work that is accurate and honest in its representation.

Critical literacy link to GCSE specification

- Developing detailed research of a chosen stimuli
- Developing detailed research of the artistic intention of a specific playwright
- Providing developed analysis and evaluation of the devising process showing an ability to reflect on and challenge decisions made
- Showing developed analysis of how performance work communicates meaning for others
- Evaluating performance work by analysing how it can be improved further

(adapted/paraphrased from the OCR GCSE Drama Specification)

Case study – Year 9 devised pieces at The Morley Academy, West Yorkshire

As part of the new GCSE drama specification, students are required to study a variety of stimuli and choose one to use as a starting point for devising a 10-15 minute piece of drama. One stimuli that was chosen by a group for the current examination series was a sculpture entitled *The Rising Tide* by Jason deCaires Taylor. The sculpture shows a number of horseback riders, some as suited male figures and others as young teenagers, on the banks of the river Thames. During high and low tides the sculptures are partially covered and uncovered. The sculpture examines the effects of climate change by showing how the 'suited' generation are in denial about the current climate crisis whereas the 'younger' generation have the ability to make a positive change. When students first started to look at the sculpture they made connections with the 'suited' figures riding the horses and modern day political leaders who have used social media to create fake news stories about the legitimacy of climate change. They critically examined Twitter statements such as "The concept of global warming was created by and for the Chinese in order to make U.S. manufacturing non-competitive" (Donald Trump).

Donald J. Trump ✔
@realDonaldTrump

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The concept of global warming was created by and for the Chinese in order to make U.S. manufacturing non-competitive.

11:15 AM - 6 Nov 2012

102,714 Retweets 66,610 Likes

💬 13K   🔁 103K   ♡ 67K   ✉

The group discussed how readers of such statements could easily mistake opinion for fact, especially when it has come from such an influential source. They then discussed how other influential individuals could use their power to manipulate the media for their own gains and as a result have the potential to change societal opinions on important issues. When discussing this aspect a little further the students briefly touched upon the EU referendum. They discussed how the public were given information in the media about the spending of EU money if Brexit were to go ahead, for this then to be seemingly retracted after the referendum. Students thought that this example of misinformation was quite scary as it had the potential to change the way in which people perceived current affairs and possibly affect the way they voted. Students also acknowledged that fake news was not only communicated through the written word on social media but also through the use of images that are often manipulated in order to communicate a specific argument and view point.

> "Critical literacy skills require students to challenge what they see and this forms part of the new GCSE drama specification with students needing to use these skills to achieve the assessment criteria." (Lisa Freeman, teacher)

Students decided that they wanted to explore the idea of fake news by writing tweets all over their set throughout the performance to create fake news headlines. The intention of this was to show how, through the set gradually becoming more and more chaotic, the audiences' judgement on climate change has become clouded through the use of social media and fake news. It was through the use of their critical literacy skills that students were able to access this type of higher order thinking and were able to then examine and challenge this issue so confidently and intelligently in the practical work they produced.

Contributed by Lisa Freeman, Drama Teacher at The Morley Academy.

Drama example lesson plan

The following lesson plan has been created for a KS3 year 9 class, who for one of their units are required to devise from stimulus. The stimulus for devising in the lesson below is the theme of fake news.

Learning objectives: To develop knowledge and understanding of fake news	Learning outcomes: • ALL: Will know what fake news is and will contribute ideas to the devising process • MOST: Will be able to understand how to distinguish between fake and real news and will develop ideas offered during the devising process • SOME: Will be able to effectively teach others about fake news by taking the lead when devising a performance which explores the theme of fake news
Key terminology: • Fake news • Media • Fact vs fiction • Opinion	Resources: • PPT presentation • Post it Notes • Music • Lights • Current headlines
Support: Grouping Simpler/clearer headlines Smaller roles Teacher input and support	Challenge: Challenge through director responsibility Challenge through grouping Challenge through more complex headlines Challenge through teacher questioning.
Lesson questions and prompts:	**Brain in gear:** Around the room will be a variety of different current news headlines and students will be asked to study these whilst considering the following question: **Q. What do you think today's lesson will explore and what makes you think this?** This will provide students with an instantly interactive but calm start to the lesson and will also allow students to independently start thinking about the theme before being formally introduced to it. The teacher will explain that in today's lesson, students are going to be looking at fake news and the blurring of fact and fiction. Teacher and students will discuss what fake news is and the teacher will ask students to provide their own examples. **Starter: Spot the fake** The teacher places students in small groups. They give examples of both legitimate and fake news stories and ask students to distinguish between them. After small group discussions, students are to feed their answers back to the class. The idea of the discussion is to highlight that it is not always easy to distinguish between the stories

and that it is important to check that the source of the information is reliable and that what is being reported can be supported by facts. The discussion will encourage students to think about how they might identify trustworthy sources and distinguish from fake news sources.

Students will be given discussion time before feeding back to promote engagement and allow extra processing/thinking time. Teacher to circulate and listen to conversations and to ask questions to challenge and support learning.

Development 1: Tableaux
In different groups students will be given one news headline each (some of these will be fake and others legitimate). Students will be asked to create a tableaux that communicates the headline. They will then perform these to the class who will be asked to decide whether it is easier to identify fake news when it is presented through images rather than the written word. Through this exercise students will be made aware that a) fake news can be reported through images and b) it can be just as difficult to determine if a fake news image is reliable as it is in its written form with editing software such as Photoshop being used to manipulate images.

Development 2: Devising – Using fake news as a stimulus for creating drama
The teacher places students in mixed ability groups and gives HAL students the role of group leader/director. The teacher explains to students that they are now going to create their own piece of drama which looks at fake news and helps the audience to distinguish between fake and real news. The teacher will show past work to support learning and will circulate to support/challenge where necessary. Mixed ability grouping and group leaders help to both challenge and support learning.

The purpose of this is to give students independent learning time to be able to apply and consolidate learning about fake news in performance.

Mini Plenary to take place part way through the rehearsal time:
Teacher asks students to think for 30 seconds about the following questions:
Q. What is the focus of today's lesson?
Q. How are you showing this in your performance so far? What are you specifically communicating about it?

The teacher asks students to share answers and uses agree/disagree technique to consolidate learning. (Thinking time is given to allow for reflection and processing. Agree/disagree is used to measure understanding and to encourage engagement).

Extension: Spotlight and Evaluate
If time permits groups are to perform and the rest of the class are to provide positive and critical feedback based on how the performance effectively communicates what fake news is and how people can ensure that the information they are reading and

	absorbing is reliable. (Teacher to show evaluation questions on the board to support students in structuring feedback. Teacher assesses understanding through oral contribution. Teacher provides paired discussion time to allow students to formulate answers and to engage all students).
Plenary:	**Capturing learning 10mins:** **Think Pair Share/Post it Note it:** In pairs students are asked to discuss the following questions (Think/Pair/Share is used to develop confidence in understanding, engages all students and allows for extra processing time): • **What have we explored in today's lesson and you can define it?** • **Give an example of how you can identify reliable sources in the media?** • **Which performance most effectively explored today's theme and why?** Each student is given a Post it Note to answer the above questions. The teacher shares some of the answers and asks students whether or not they agree. Students are to justify the answers given through further teacher questioning if necessary.