

Staff Plan:

Year 9: **Extremism Project**

Title: Extremism
Period: 300 min per week
Subjects: Drama, Humanities
Teachers: J Pardoe, A Ahmet

Website Link:

Essential Question

Would you rather die for bread, freedom or your family?

Professional Role

Immersive theatre performer
 Production & Creative team member
 Academic Historian

Brief

Your brief is to create an immersive theatre production based around an important revolution in history. You will need to research the context of the time, the political, economic and social causes of different revolutions. You will need to create an authentic immersive production based off a stimulus given by the teacher.

Outcomes

1. (Historical) An essay based on the title: 'What was the cause of the Revolution?'
2. (Oracy) Post-production Q&A.
3. (History) Exam based on 'Revolutions are always caused by economic problems. Discuss.'
4. (Drama) The immersive theatre performance and production
5. (Drama) The creative journal

Authentic Audience

Director - Bertie Watkins (CoLab Theatre)
 Set designer - Nicky Bunch
 Newham History Association
 Parents & friends of S21

Exhibition

Either, Stratford Town Hall or, the school.

Key Skills & Knowledge

History

- Understanding about the class systems.
- Understanding the concepts of right and left.
- Communism / Capitalism
- Categorisation (political / social / economic)

Drama

- Apply learning in history to characters and situations presented in text.
- To interpret the text and use it to stimulate a performance.
- Understand and create an immersive theatre piece, both in performance and space design.
- Develop the skill of reflective journal to aid the knowledge of the creative process.
- The ability to communicate the process of the project, relating the development of their own thinking.

Project References

Texts: Russian Revolution: Breaking the silence, The Mother. French Revolution: Marat De Sade, Animal
Others: Pillowman, Call of the Revolution

Possible Activities, Opportunities and Ideas

Assessment

Project Skills	Weighting	Assessed Activity 1	Assessed Activity 2
Planning and organising	10%	Self- and Teacher-Evaluation	Self- and Teacher-Evaluation
Critiquing and improving	10%	Self- and Teacher-Evaluation based on peer critique	Self- and Teacher-Evaluation based on peer critique
English language and oracy	10%	Harkness Debate	Final presentation of work

Subject Skill	Weighting	Assessed Activity 1	Assessed Activity 2
Drama	35%	Creative Journal, Structure, Plan, Mid-point group functioning assessment	Performance and Q&A
History	35%	Essay	Exam

Timeline

Project Timeline:

Week	Session 1	Session 2	Session 3	Deadlines for Week
1	Objective: Admin, getting to know you, expectations, introducing project, hook. 1AA: Expectations, getting to know you. 2JP: Expectations, getting to know you.	Objective: Admin, getting to know you, expectations, introducing project. 1AA: Expectations, getting to know you. 2JP: Expectations, getting to know you.	Guest speaker: Immersive Theatre Specialist - Bertie Watkins	Reflect on guest speakers on blog. Set up tab on e-portfolio.
2	AA: Intro to Text as stimulus JP: Intro to key words - researching meaning. Intro to different rev.	AA: Intro to Text as stimulus JP: Intro to key words - researching meaning. Intro to different rev.	PWT	Choose a Revolution. Set up Weebly tab and start blog. Sign up for Google Classroom.
3	AA: Turning Text to Physical Theatre. Using Choral speaking and Movement in Text JP: Research of chosen rev.	AA: Turning Text to Physical Theatre. Using Choral speaking and Movement in Text JP: Research of chosen rev.	PWT	Plan for essay with notes starting to form.
4	AA: Building a framework for an immersive piece of theatre. JP: Harkness - Ideas were the most important cause of the ... Revolution.; Discuss.	AA: Building a framework for an immersive piece of theatre. JP: Harkness- Ideas were the most important cause of the ... Revolution.; Discuss.	PWT	Introduction of your essay complete.
5	AA: Building a framework for an immersive piece of theatre. JP: Work on essay. Research only when needed in classroom.	AA: Building a framework for an immersive piece of theatre. JP: Work on essay. Research only when needed in classroom.	PWT	1st Draft of essay complete.
6	AA: Rehearsal JP: Harkness 2 (assessment) and work on essay.	AA: Rehearsal JP: Harkness 2 (assessment) and work on essay.	PWT	DEADLINE 1: History essay / Drama plan.
7			PWT	
8	AA: Rehearsal JP: Consequences of the Revolutions and essay redraft.	AA: Rehearsal JP: Consequences of the Revolutions and essay redraft.	Guest Speaker: Immersive Theatre Set designer - Nicky Bunch	DEADLINE: The play is outlined and structure. This plan must be handed in.
9	Workshop	Workshop	Workshop	
10	Workshop	Workshop	Workshop	
11				
12				