

East Renfrewshire Council: Education Department Practitioner Moderation Template

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

I can **create, develop and sustain a realistic** or stylised **character** through the use of voice, movement and language. EXA 3-12a

Having **developed ideas** from a range of stimuli, I can contribute to **devising, rehearsing and presenting drama** or scripts. EXA 3-14a

By considering the type of text I am creating, I can **independently select ideas and relevant information** for different purposes, and **organise essential information or ideas and any supporting detail in a logical order**. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a

Skills

Show awareness of audience needs, Characterisation, Voice, Movement, Listening, observing, evaluating, Using appropriate and effective dialogue, Contribute own opinion and feedback, Make valid suggestions for improvement.

Benchmarks

- *Contributes relevant ideas and opinions, when participating in group discussions or working collaboratively.
- *Selects relevant ideas and information to create dramas or scripts appropriate for performing to an audience.
- *Presents dramas to audiences for different purposes.
- *uses characterisation techniques to improve and deepen the portrayal of a character.

Learning Intentions:

To use improvisation as a way of exploring stimuli.

To develop our characterisation skills in performance.

Success Criteria:

I can create and sustain a realistic character, relevant to the stimulus.
(EXA 3-12a)

I can use voice and movement to convey a character using language / dialogue relevant to the stimulus.
(EXA 3-12a)

I can perform a piece of drama exploring the issues relevant to the stimulus, while staying in role.
(EXA 3-12a & EXA 3-14a)

I can create a project on a social issue.
(LIT 3-26a)

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

- Teacher in role as police officer, briefing pupils, in role as police officers, about the disappearance of a 14 year old.
This was to help pupils stay in role and perform spontaneously with the teacher in role. This also allowed the teacher to assess pupils who could use dialogue relevant to the stimulus.
- Pupils decide who should be interviewed. Class work in pairs - A Police Officer, B someone who knew the Missing student. Conduct interview, swap roles, conduct interview. Some of the interviews were performed with the class making a note of significant information or contradictions in statements.
This exercise allowed pupils to create characters in a short space of time based on the information they have decided during the police briefing. Issues surrounding missing teenagers started to arise naturally and pupils started to develop the language they were using in the interview situation.
- Pupils in groups wrote a missing appeal - characters: police officer/s, missing students' parents, brother/sister etc. they then rehearsed and performed the appeal to a video camera.
Pupils were encouraged to try and add depth to their characters and be realistic. This improvisation also allowed them to perform in a different style, directly to camera, which is a different type of audience.
- Pupil were then asked to consider the factors that might have led to the disappearance and create a flashback scene which took place sometime in the week leading up to the disappearance. They had to include some thought tracking in the drama.
This allowed pupils to create a new different character and use language and dialogue relevant to the situation.
- The final task was for pupils to show what had actually happened to the missing student. In groups of 4/5 they had to decide whether they had run away or been kidnapped. They had to include a minimum of 2 conventions. This was rehearsed and performed and videoed.
Pupils were encouraged to again try and add depth to their characters and be realistic. They also had the opportunity to use thought tracking or a narrator. This improvisation also allowed them to consider all the issues they had discussed during the unit.
- The final task was a Social Issues Project. Pupils were given 2 lessons in a ICT room to research their chosen issue before completing their project for homework.
This project supports the pupil's research skills and develops them for use in the following years. It also allows them to investigate and organise a project on an issue of their choice. This also allowed them to further any ideas that had arisen during the unit when discussing the issues surrounding missing children - Homelessness, bullying, mental health, crime etc.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Make - Creating a character relevant to the stimulus.

Do - Perform characters (and stay in role) using language / dialogue, voice and movement relevant to the stimulus.

Write - Social Issues project.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Aims and success criteria for the performances were provided by the pupils through questioning by the teacher at the beginning of the lessons. This discussion allows pupils to evaluate their performance and the performances of others and to clearly understand the criteria for achievement.

At the end of each performance comments were given by the audience and teacher on the presentation. This included comments on the content and use of characterisation skills, language / dialogue, voice and movement. This was then followed by a discussion with pupils' mid-way through and at the end of the unit on what they had learned so far and what they need to improve on. At the end of the unit pupils complete their own target sheet. This highlights their achievements so far and sets out 2 targets for the next unit. These are agreed and signed by pupils and staff.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

“The topic was ok, but could have been more exciting”

“I really liked doing the appeal, it was different”

“I didn't like doing the appeal, I was scared by the camera”

“I liked how we developed the story with flashbacks to Donna's life before she went missing”

“I liked using different conventions like flashbacks and narration”

“I really liked doing the project. It was good to get a choice because we don't get choice in many subjects.”

Did the learner successfully attain the outcomes? YES/NO

The learner is consolidating at Level 3 for both Drama E and Os.

I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language. EXA 3-12a

Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. EXA 3-14a

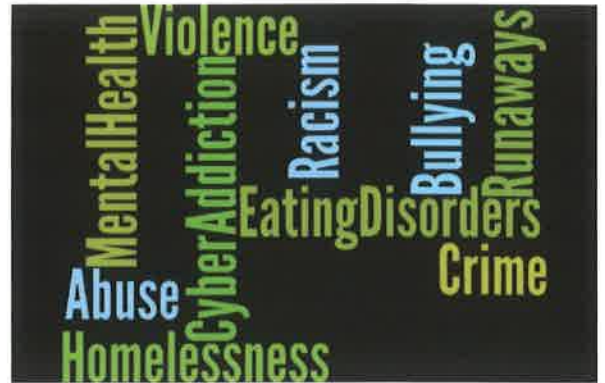
The learner is developing at Level 3 for the Literacy E and O.

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a

SOCIAL ISSUES PROJECT

Choose **one** Social issue that affects teenagers to base your project on E.G.

- ❖ Homelessness and Runaways
- ❖ Eating Disorders
- ❖ Cyber Addiction

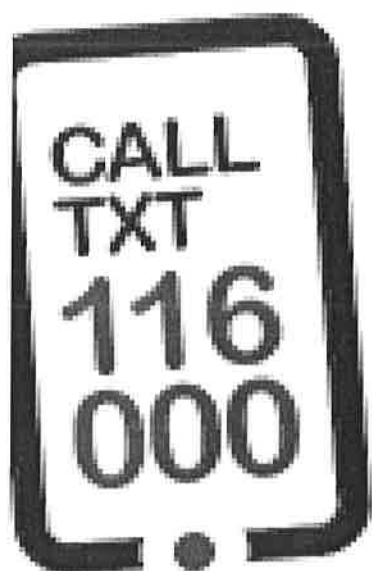


Your project **MUST** contain the following information but you may add any other interesting facts or material you think is relevant.

MAKE SURE YOU HAVE A FRONT COVER, INDEX PAGE AND DO NOT JUST COPY AND PASTE FROM THE INTERNET. PLEASE INCLUDE A BIBLIOGRAPHY, INCLUDING DETAILS OF WEBSITE PAGES YOU HAVE USED.

- ❖ Summary of the current information on your chosen issue (Choose information for Scotland or the UK). Keep it to one page.
- ❖ Current Figures / Statistics on your chosen issue.
- ❖ Description of the help that is available for young people to deal with your issue.
- ❖ Design a poster or leaflet which you could give to young people to alert them about your issue and where they can get help.

Runaways in Scotland



free • 24/7 • confidential
**runaway
helpline**

About runaways

- Every 5 minutes someone goes missing.
- Some are made to leave home because they get kicked out.
- 100000 people run away a year.
- Some children about 16 leave home because of family problems.
- Most of the people that runaway have problems in their life but they can't handle it so they run away.
- Some people runaway with other people like friends or their partner.
- Some people have depression so they runaway.

Family Context

- **More likely to run from:**

one-parent	16%
step-parent	14%
than two birth parents	7%
- **Poorer quality of family relationships for young runaways**

I found this info on google.

It is all I could find .

Index there is only 1 page.



A fair project ~~is~~. Lacks some detail. Try to be more specific next time.