

Year 8, Drama: SOL 1: Fake News (Performance Studies Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>This unit is a devising unit. Technology is heavily used in the modern world and fake news is rapidly becoming something students need to be aware of and be able to critique in modern day society. This links very much to advertising.</p> <p>In this unit, students will explore how advertising can be misleading. There is a risk that the irresponsible and premeditated way that advertising can be used to serve a biased aim can impact negatively on groups within society.</p> <p>Being able to understand a biased agenda will inform students' end performance, which will be a piece of fake news. This will be scripting a performance and completing a production schedule. (Planning for a news report) which explores the KS4 objectives of: <i>Adopting safe working practices and developing an awareness and understanding of the roles and processes undertaken in contemporary professional practice.</i></p> <p>This will build on students' application of skills from the 5 elements of Drama learned in year 7 whilst accumulating new skills from the elements to this armoury.</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> ● The key performance features of advertising. ● The key criteria of spotting fake news. ● The key features of an advert. ● The negative impact of fake news on society. ● How to plan and produce media piece. ● Learn key elements of filming (camera angles / story boarding etc.). <p>By the end of the unit, students will have knowledge of the process needed to film an advert based on fake news and be able to demonstrate their skills in this through their end of unit assessment.</p> <p>Skills from the 5 elements that they have learnt in year 7 will also be developed and applied to the practical aspects of this unit, as well as informing students' contributions in class.</p> <p>Filming skills will be useful in future schemes when students analyse moving image resources; they will be able to use analytical skills learned throughout the course of this unit.</p>	<p>Direct Address - <i>when a character speaks directly to the audience. (T2)</i></p> <p>Juxtaposition - <i>emphasising the difference between two contrasting objects for dramatic effect. (T2)</i></p> <p>Click bait - <i>a dramatically written headline designed to peak the reader's interest, for it to be anti-climactic upon viewing. (T2)</i></p> <p><i>NB. Each lesson has a key words list to accompany the students' learning and more words may be explicitly taught than the above but these are obligatory.</i></p>

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>Students will be challenged to probe the journalism industry and question the degree to which society should simply believe what we are told.</p> <p>This scheme is ambitious as it asks students to develop their evaluative skills and create a performance in this unfamiliar context.</p> <p>Students are asked to film this performance in accordance with their newly gained knowledge of camera angles and appropriate use of these in the context of fake news.</p> <p>Scholarly reading will be introduced alongside home learning and will ask students to independently research fake news and evaluate its impact on society. HPA students will have the opportunity to research multiple examples and use them to inform their final piece. An example of a relevant clip would be: https://www.youtube.com/watch?v=AkwWcHekMdo</p> <p>Some students may require additional resources from a SEND/PP point of view. Where a TA is available, the teacher will ask them to liaise with pupils to ensure understanding and distribute differentiation materials.</p> <p>Lessons will be differentiated in accordance with SEND students' passports.</p> <p>Students are given plenty of time (a fortnight) to complete any homework tasks. They are encouraged to complete this at lunchtime or at homework club, giving them access to computers, if they do not have IT access at home.</p>	<p>Fake news is slowly becoming one of the world's biggest points of discussion, constantly referred to in both the media and politics. Students need to be aware firstly of its existence and secondly of its placement within their overall knowledge.</p> <p>Students will also be able to make connections between the features of adverts and fake news, which will inform students' abilities to become critical consumers in today's modern society.</p> <p>Students should not only be able to detect instances of fake news but also be able to notice key features from an acting and performance perspective.</p> <p>The topic also heavily relates to social media and the reposting of fake information. It is vital that students know how to spot posts which have dubious content and as a consequence know how to use social media responsibly.</p>	<p>In learning how to recreate a piece of fake news in conjunction with basic camera angles, students will be exploring performance skills that will prove useful in an industry where the media is playing a bigger and bigger role.</p> <p>This unit also gives students an insight into the media industry and possible careers within this sector.</p> <p>Students will continue to develop their interpersonal skills which are useful for increasing employability through working together in their groups to produce their final piece. This scenario will also enhance students' collaboration and organisation skills.</p> <p>Exposure to examples of media that they may be being introduced to for the first time will increase culture capital and students will be able to make connections between these and existing knowledge.</p> <p>Through the evaluation of their own work, students will also practice their ability to provide constructive, self-reflective feedback that aims to clearly outline areas for improvement.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Historically, fake news has developed into a relevant issue throughout students' lifetime and they will gain knowledge of where the issue sits in a timeline of recent history.</p> <p>There is a substantial element of social context that students will be developing. Fake news has a massive impact on society and causes conflict in the face of differing views. Students will be encouraged to develop their ability to make judgements and appropriately voice their opinions on the social implications of what they are studying.</p> <p>Certain differences in culture can affect how advertisements and news is perceived and students will need to consider the cultural context of the material throughout this unit.</p> <p>In terms of personal development, students for whom straight performance does not come naturally will have the opportunity to explore the other, equally important aspects of drama.</p> <p>Personal development of students' abilities to work together respectfully and considerately will also continue on from prior units.</p>	<p>Students will also make comparisons between 'normal' advertisements and those with a biased agenda, and connect it to issues learnt in their Character and Culture lessons.</p> <p>Numeracy will be incorporated as students learn to use time management effectively.</p> <p>There are heavy links to the ICT and Computing curriculum as Fake News is explored in greater depth in year 9 from a technological point of view.</p> <p>There will be opportunities for reading aloud and developing oracy skills.</p> <p>The home learning task will be to research a piece of fake news which will be an opportunity for extended writing.</p> <p>This unit links to Art as students will be story boarding as part of their final plan for their assessment.</p>	<p><i>"Everything you see online is true"</i> – One of the focuses of this unit to encourage students to be critical thinkers and not accept everything they see online or on TV as true.</p> <p>Fake News may not seem as if it has a connection to drama but the theatrical devices and techniques actors and news readers use to convince their audiences of content are similar.</p> <p>Students explore how much planning is involved with filming a piece which may not be something they have thought about previously.</p>

Assessment timeline:

- Knowledge and skills will be assessed at the start of this unit via class discussion and the previous assessment (Monologues). Previous assessments will provide me with knowledge as to which gaps need filling going forward.
- Students will be assessed on their retention of prior learnt vocabulary and their ability to use this key vocabulary in every lesson.
- At the end of the unit there will be an assessment by way of a group project (planning a production schedule for a piece of fake news) which will be marked using head, heart, hands, in line with department marking policy.
- Home learning will be a task based around further reading: This will be to research fake news and talk about how this has influenced public opinion / actions. This will be marked using feedback 4.
- WAGOLs will be supplied in lessons and for assessments through a combination of handouts and modelling from the teacher.
- Success criteria given each lesson in the form of EDSM criteria. In the case of an assessment, a more detailed criteria will be given.
- Assessment will inform future planning by way of data analysis of skills and seeing where the gaps in knowledge are. Going forward I will build these into my lessons / future SOLs.

Home learning

- Home learning will be a task based around further reading: This will be to research fake news and talk about how this has influenced public opinion / actions. This will be marked using feedback 4. *For example: the NHS quote on the Brexit bus and how it informed public opinion / voting choice*
- Home learning tasks set in line with departmental policy.
- Scholarly reading will be made available to consolidate knowledge for the home learning task. *Please see above section.*

Feedback

- Home Learning tasks are marked using feedback4
- Other methods of assessment which will be used in class are peer assessment and self assessment using a specified criteria
- Class discussions will also be used to approach common misconceptions

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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