


<h1 style="text-align: center;">Hospital Dramas</h1>	<p style="text-align: center;">Year 8 Diploma 2</p>	<p style="text-align: center;">Module Number ?</p>	 <h2 style="text-align: center;">English, Media & Drama</h2>
<p>AIMS:</p> <ul style="list-style-type: none"> For students to have an opportunity to use video cameras in a disciplined and purposeful way For students to develop their understanding of key ideas about media texts, through considering a specific media form 			
<p>ENGLISH & MEDIA OBJECTIVES</p> <ul style="list-style-type: none"> To introduce students to key ideas about audience and television scheduling For students to develop their understanding of genre and about narrative structure To consider the role of drama on television For students to learn how camera shots are edited together to convey narrative For students to learn how to use video cameras to create a short narrative sequence For students to develop their ability to structure and sustain complex explanations and analyses in writing 	<p>ICT OBJECTIVES</p> <ul style="list-style-type: none"> To learn to use DV cameras to take carefully constructed shots <p>TECHNICAL SKILLS</p> <ul style="list-style-type: none"> Using appropriate settings and controls on the DV cameras Using tripods appropriately 	<p>ICT ISSUES AND PROCESSES</p> <ul style="list-style-type: none"> The disciplines and challenges of group work with cameras The possibilities and the challenges of taking software out of the process Taking proper responsibility for and care of equipment 	<p>COGNITIVE OBJECTIVES</p> <ul style="list-style-type: none"> To develop generic skills of analysis, explanation and evaluation To develop social and group working skills, and organizational techniques To accelerate developing understandings of higher-level understandings of text, including notions of iconography and narrative structure
<p>ENGLISH & MEDIA PROGRESSION</p> <ul style="list-style-type: none"> This course represents an important shift from the theoretical to the practical. There is an emphasis on applying broad media concepts (genre, narrative, etc) to a specific study 	<p>ICT PROGRESSION</p> <ul style="list-style-type: none"> This course lays foundations for future uses of cameras, and must emphasise principles of working and shot construction which will underpin work in all areas. 	<p>COGNITIVE PROGRESSION</p> <ul style="list-style-type: none"> The camera activity is part of an ongoing development of these skills across all practical tasks. 	
<p>SUBJECT VOCABULARY: ENGLISH & MEDIA</p> <p>genre, and associated terms narrative structure, and associated terms shot types in-camera editing</p>	<p>ASSOCIATED SUBJECT VOCABULARY: ICT</p> <p>focus framing zoom</p>		<p>ASSOCIATED LEARNING VOCABULARY</p> <p>analyse explain evaluate reflect</p>

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<p>TOPICS / THEMES / KEY QUESTIONS TO BE COVERED (Including reference to National Curriculum Programmes of Study)</p> <ul style="list-style-type: none"> • Analysis of language • Understanding the craft behind texts • Understanding key concepts in media • Understanding narrative 	<p>ASSESSED OUTCOMES</p> <ul style="list-style-type: none"> • A series of short pieces of explanatory and analytical writing • An evaluation of their own group's in-camera edit • A package of 'pre-production' work for a new hospital drama 	<p>EXAMPLES OF FORMATIVE ASSESSMENT ACTIVITIES</p> <ul style="list-style-type: none"> • Self and peer assessment of planning work • Discussion of targets for in-camera editing session, based on the whole class attempt • Reviewing first attempts, and 'redrafting' • Marking of rough drafts 	<p>DIFFERENTIATION STRATEGIES (including deployment of TA)</p> <ul style="list-style-type: none"> • A series of short pieces of explanatory and analytical writing • An evaluation of their own group's in-camera edit • A package of 'pre-production' work for a new hospital drama 	<p>E-LEARNING</p> <ul style="list-style-type: none"> • Homeworks as detailed
<p>LEARNING STYLES (including rationale for seating plans):</p> <ul style="list-style-type: none"> • Group work mixed with whole-class teaching and individual writing • Independent group work for filming 	<p>SPEAKING AND LISTENING FOCUS (to be addressed on assignment cover sheet):</p> <ul style="list-style-type: none"> • There are opportunities to assess students within their working groups 		<p>ELEMENT OF CHOICE:</p> <ul style="list-style-type: none"> • Independent organising of filming in groups 	
<p>MEDIA LITERACY & ICT</p> <ul style="list-style-type: none"> • Integral 	<p>CITIZENSHIP</p>		<p>X-CURRICULAR / EXTERNAL LINKS</p>	
<p>WORK RELATED LEARNING</p> <ul style="list-style-type: none"> • Camera operation • Group organizational skills 	<p>SMSC</p> <ul style="list-style-type: none"> • Social and organizational skills are a focus of the practical parts of the course 	<p>RISK ASSESSMENT</p> <ul style="list-style-type: none"> • The groups should be carefully constructed to avoid unhelpful combinations when filming, and to ensure a 'sensible' element in each group • Strict ground rules must be established for working with the cameras, for equipment and personal safety • Deploy TAs carefully • If groups are working unsupervised, they must have clear expectations and deadlines. • Set very clear guidelines for acceptable 'accidents'; in the films: no real climbing; no real falling; etc 		
<p>EVALUATION OF THIS SCHEME OF WORK</p> <ul style="list-style-type: none"> • By JD 				

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UNIT & number of lessons	LEARNING OUTCOMES	KEY VOCABULARY	LESSON ACTIVITIES & EXTENDED LEARNING & notes on learning styles	FORMATIVE ASSESSMENT	CROSS-CURRICULAR ELEMENTS	RESOURCES
<p>Introduction to genre (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>Before moving on to create elements of a TV drama, we need to understand something about it's 'genre'</p>	<p>BASIC understand that TV dramas can be categorised, and be able to describe these</p> <p>CORE understand the concept of genre, and be able to identify genre elements within categories</p> <p>EXTENSION grasp the idea of iconography in a more general sense</p> <p>FURTHER EXTENSION understand about recognition and expectation in genres</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome in the homework</p> <p>By group and pair working</p> <p>CONTEXT (NC, GCSE)</p> <p>Reading media texts</p> <p>Consideration of audience</p> <p>Understanding genre</p>	<p>SUBJECT</p> <p>genre typical iconography settings characters narratives themes recognition expectation audience</p> <p>LEARNING</p> <p>identify explain</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> In groups, students make a list of TV programmes which they have watched over the past week, and then try to group them into 'categories'. Discuss how these categories might be identified. Introduce concept of 'genre' and elicit a definition. Discuss idea of TV drama and, in groups, use TV listings on flipchart to identify various genres and sub-genres of TV drama. Introduce idea of genre elements, then use worksheet to brainstorm genre elements of hospital dramas. Work in groups and as a class. Begin to watch a Casualty episode, identifying the genre elements already identified. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: use the worksheet to write about the 'ingredients' of hospital dramas. <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Model the stages of note-making, and set clear goals for success</p> <p>Ask for feedback at intervals</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>Integral</p> <p>SMSC</p> <p>Opportunities to reflect on patterns of viewing, and students' relationship to different genres, as an audience</p> <p>CITIZENSHIP</p> <p>Awareness of television as something which different audiences relate to in different ways</p> <p>WORK-RELATED LEARNING</p>	<p>Flipcharts</p> <p>Genre 'grid'</p> <p>Homework sheet</p> <p>Casualty episode</p> <p>RISK ASSESSMENT</p>

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<p>Inventing a new hospital drama (1 lessons)</p> <p>AGENDA SHARED WITH STUDENTS Over the course, each student will develop ideas for their own invented drama; this is just a starting point.</p>	<p>BASIC understand that dramas are aimed at a target audience CORE understand the way titles connote ideas about a series; develop a sense of target audience EXTENSION be able to articulate subtle meanings in titles FURTHER EXTENSION be able to refer to titles in other genres DIFFERENTIATION; ELEMENTS OF CHOICE By outcome By roles in groups CONTEXT (NC, GCSE) Deconstructing language Considering audience</p>	<p>SUBJECT connote audience target</p> <p>LEARNING imagine discuss envisage</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Introduce the idea of inventing a new hospital drama for children's TV and 'pitching' it to CBBC In groups, brainstorm ideas for what might make a good children's hospital drama. What would appeal to children? Discuss the titles of hospital dramas that students know. In groups, make up titles for children's hospital dramas. Discuss ideas. What sub-genres emerge? (Emergency-based? Ward-based?) Decode the titles, discussing what they connote. How might they appeal to the target audience? Individuals invent their own title, and start to make notes on key characters. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: write descriptions of key characters in the drama; sketch them <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>Probing questions</p>	<p>LINKS WITH OTHER SUBJECTS</p> <hr/> <p>EXTERNAL LINKS</p> <hr/> <p>MEDIA LITERACY / ICT</p> <hr/> <p>SMSC</p> <hr/> <p>CITIZENSHIP</p> <hr/> <p>WORK-RELATED LEARNING</p>	<p>RISK ASSESSMENT</p>

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<p>Introducing narrative structure (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How are the stories in hospital dramas structured, or built?</p>	<p>BASIC understand that narratives have a structure</p> <p>CORE understand the idea of basic narrative structure, and be able to apply this to an episode of a hospital drama</p> <p>EXTENSION be able to articulate the importance of each stage of the narrative structure to engaging an audience</p> <p>FURTHER EXTENSION be able to cross-refer to other examples of narrative in film, etc, and in non-fiction narratives</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome</p> <p>By targeted questioning</p> <p>CONTEXT (NC, GCSE)</p> <p>Understanding narrative</p> <p>Analysing structure</p>	<p>SUBJECT</p> <p>episodic</p> <p>serial</p> <p>incidental</p> <p>narrative</p> <p>structure</p> <p>equilibrium</p> <p>complication</p> <p>development</p> <p>resolution</p> <p>moral</p> <p>complication</p> <p>LEARNING</p> <p>identify</p> <p>break down</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Use the flipchart page on narrative to introduce idea of serial, episodic and incidental narratives. Continue to watch the Casualty episode with these in mind. Discuss how each narrative is incorporated into the episode – the pacing of each, the signalling of each etc. How important is each kind of narrative in the episode? Look at the worksheet with an example of a narrative, broken down into sections, to introduce the idea of Todorov’s narrative theory – equilibrium, complication, development and resolution. Discuss the function of each stage of the narrative. Discuss how this narrative is typical of how the sections work together. Where is the ‘drama’ in the narrative? Students invent episodic narratives on this sheet, for their own invented dramas. Emphasise the importance of there being a ‘human drama’ – an emotional or moral complication. Read out examples. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: students write up a detailed account of one of the episodic narratives from the lesson. They should include brief descriptions of any new characters. <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning</p> <p>By pair work</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>The moral/emotional content of the example ad of the invented narratives will raise important health and social issues, which can at least be pointed to.</p> <p>There are opportunities to divert into anecdotal discussion and recount</p> <p>CITIZENSHIP</p>	<p>Narrative types sheet</p> <p>Narrative structure sheet</p> <p>RISK ASSESSMENT</p>

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<p>Title sequences (2 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How do the title sequences of hospital dramas communicate ideas to the audience?</p>	<p>BASIC understand some simple ways in which title sequences create mood</p> <p>CORE further develop understanding of iconography; appreciate the main functions of title sequences</p> <p>EXTENSION be able to articulate the more subtle features of title sequences, and differences within the genre</p> <p>FURTHER EXTENSION be able to argue evaluatively about the use of graphics and iconography</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>CONTEXT (NC GCSE) Analysing features of moving image texts</p>	<p>SUBJECT narrative iconography graphics symbolism realism surrealism mood</p> <p>LEARNING analyse compare deconstruct evaluate argue observe identify</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> • Discuss the function and importance of title sequences: consider the concept of 'branding' a show within the genre. • Watch the title sequences for <i>Casualty</i>, <i>ER</i> and <i>Holby City</i> on the PowerPoint. • Discuss the genre features of the first sequence in terms of sound and music, narrative, iconography and graphics. • Now use these categories to make comparisons with the other two sequences. How does each differ stylistically? What could this suggest about each programme and the way it is produced? • View exemplar storyboard (Luska's) on board (NB this is at beginning of 'title sequences' PowerPoint). Examine narrative structure/genre elements. • Students storyboard a title sequences for their own hospital drama. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework: work on storyboard <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning By pair work</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Title sequences Exemplar storyboard</p> <p>RISK ASSESSMENT</p>

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<p>Analysing a sequence (2 lesson)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>How is narrative told by camera shots in a short sequence? Preparing for a filming exercise, by thinking about the sequencing of shots</p>	<p>BASIC understand that tension is created by choices of camera shots</p> <p>CORE revise and consolidate understanding of basic shot types; understand some techniques for creating tension through shot choice</p> <p>EXTENSION be able to articulate some subtle effects of shot choices</p> <p>FURTHER EXTENSION be able to cross-refer to other examples of tension in narrative</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By outcome By targeted questioning By writing frame for evaluation</p> <p>CONTEXT (NC, GCSE) Analysing the structure of a text</p>	<p>SUBJECT Shot terms grammar sequence function cutaway reverse angle POV shot tension suspense delay</p> <p>LEARNING analyse identify</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Refer back to the exercise in the <i>Romeo and Juliet</i> course, in which students sequenced shots; this will be a more speedy revision of those ideas. Hand out the shot cards, for the climbing wall sequence. In pairs, student use the shot cards to try to recreate the sequence on their desks. Intervene to discuss grammar, and techniques for creating tension; identify editing principles. Watch the sequence on PowerPoint. Use the accompanying storyboard to teach terminology of shot types/camera angles. Discuss the chosen order of shots, and their length. What effect, for e.g., do reaction shots have? What effect do extreme close-ups (ECUs) have? Storyboard a tense sequence for own drama, finishing for homework; write about this evaluatively <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: finish and evaluate storyboard <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By targeted questioning</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>Cards with camera shots on PowerPoint slides, with tense sequence Storyboard sheet Evaluation sheet</p> <p>RISK ASSESSMENT</p>

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<p>In-camera editing (4 lessons)</p> <p>AGENDA SHARED WITH STUDENTS</p> <p>Putting theory into practice: learning some techniques with video cameras</p>	<p>BASIC be able to use the video cameras at a basic level</p> <p>CORE understand through practice some principles of shot design and sequence design</p> <p>EXTENSION be able to take a leading role in the organisation and direction of video production</p> <p>FURTHER EXTENSION be able to articulate at a high level the relative success of the films, as tense sequences</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE</p> <p>By role in the groups</p> <p>By writing frame for the evaluation writing</p> <p>CONTEXT (NC, GCSE)</p> <p>Practical media production</p>	<p>SUBJECT</p> <p>Shot vocabulary direct in-camera editing</p> <p>LEARNING</p> <p>organise reflect evaluate plan revise redraft</p>	<p>LESSON ACTIVITIES</p> <p>This is the main production element of the course and should be given considerable status.</p> <ul style="list-style-type: none"> Introduce the concept of using in-camera editing to film a tense sequence. Use examples on PowerPoint to demonstrate pupil work; compare sequences to accompanying storyboards, and discuss effective elements. <p>Conduct a demonstration in the classroom:</p> <ul style="list-style-type: none"> Connect one camera to the projector to create a shared viewfinder. Decide on a situation (hospital drama tense sequence) which can be filmed in 6-10 shots. Storyboard very quickly on board using template. Keeping control of the camera, take the class through the process – setting up each shot, using viewfinder to check camera angles, ensuring continuity, rehearsing timing, then taking the shot. Emphasis should be on continuity and grammar of moving images. Watch the result and evaluate. <p>Group attempts</p> <ul style="list-style-type: none"> In friendship groups students storyboard a sequence which they can shoot on location in school in 6-10 camera shots. Students spend one lesson filming their sequence. Students review their films, either in groups or whole class. If time, sequences digitised and put on laptops can be very effective. Spend one lesson watching these first attempts and reflecting on what worked and what didn't; groups plan a second attempt. 	<p>By lesson spent reflecting on first attempts; and planning improvements</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p> <p>WORK-RELATED LEARNING</p>	<p>PowerPoint slides DV cameras Evaluation sheet</p> <p>RISK ASSESSMENT</p> <p>The groups should be carefully constructed to avoid unhelpful combinations when filming, and to ensure a 'sensible' element in each group</p> <p>Strict ground rules must be established for working with the cameras, for equipment and personal safety</p> <p>Deploy TAs carefully</p>

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			<ul style="list-style-type: none"> • Students spend a further lesson 'redrafting' their films. • Students write about and evaluate the process, using the worksheet. Ensure this has status, and encourage them to reflect on successes and not be disheartened by technical inaccuracies! <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> • Homework • Text <p>SUGGESTED ALTERNATIVE APPROACHES</p>			<p>If groups are working unsupervised, they must have clear expectations and deadlines.</p> <p>Set very clear guidelines for acceptable 'accidents'; in the films: no real climbing; no real falling; etc</p>

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<p>Inventing a hospital drama: finishing the project (3 lessons)</p> <p>AGENDA SHARED WITH STUDENTS These few lessons are for wrapping up the 'inventing a new hospital drama' project</p>	<p>BASIC CORE develop organisational and drafting skills</p> <p>EXTENSION</p> <p>FURTHER EXTENSION</p> <p>DIFFERENTIATION; ELEMENTS OF CHOICE By outcome By choice of extension elements</p> <p>CONTEXT (NC GCSE) Text</p>	<p>SUBJECT As above</p> <p>LEARNING organise plan edit draft redraft check</p>	<p>LESSON ACTIVITIES</p> <ul style="list-style-type: none"> Students work independently on writing up their own invented drama, redrafting work already completed and working on further bits. Intervene to read parts out, share ideas, peer-assess, and to work on writing skills, according to the needs of the class and of individuals. <p>EXTENDED LEARNING (including homework, extensions and use of VLE)</p> <ul style="list-style-type: none"> Homework: work on project at home <p>SUGGESTED ALTERNATIVE APPROACHES</p>	<p>By intervention with individuals in lessons By peer assessment and target setting</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>EXTERNAL LINKS</p> <p>MEDIA LITERACY / ICT</p> <p>SMSC</p> <p>CITIZENSHIP</p>	<p>Project sheet Writing support cards</p>
					<p>WORK-RELATED LEARNING</p>	<p>RISK ASSESSMENT</p>