

Guidance for Observation and Target Setting in Secondary Drama

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

6 Key Questions to ask when observing and teaching Drama lessons:

	Question	<i>Additional Information</i>
1	What specific aspect of Drama knowledge does the lesson address?	<i>Is the level-appropriate for the Drama Curriculum they are teaching the class.</i>
2	Are elements of Hornbrook's basic 'Making' / 'Performing' / Responding' model used in the structure and timing of the lesson?	<i>Is there a suitable balance between the practical and theoretical elements of the lesson?</i>
3	Is Drama specific terminology being introduced and practised?	<i>How does the lesson advance the technical subject-specific language of their pupils?</i>
4	Are appropriate Drama Education techniques being used?	<i>Are established techniques used, and why? eg 'Teacher-in-Role'.</i>
5	Are the learners introduced to a range of Drama Practitioners?	<i>Has teaching made use of key practitioners eg Stanislavski.</i>
6	How is the Drama text used? Is there a range of new, or canonical, playwrights and play texts?	<i>What particular playwrights are used; how; and why?</i>

Potential Drama Specific Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Use a greater range of Drama Teaching Strategies through the lesson.
Plan a more appropriate balance of theory and practice.
Identify and make explicit the key substantive subject knowledge pupils are learning through the lesson.
Plan more explicitly for pupils to develop their Drama specific vocabulary each lesson.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Develop a wider range of strategies to check that your pupils have learnt what you think you have taught.
Vary your modes of assessment to track pupil progression eg Peer and Self-Assessment.
Clarify and make more explicit the marking criteria.
Expand your range of questioning techniques.

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Develop your rationale for the use of technology in your teaching. Or are you utilising technology unnecessarily?
Strengthen your Subject Knowledge for Key Stage 3 /4 /5 (as appropriate).
Strengthen your strategies for teaching performance texts.
Develop deeper understanding of social, historical and cultural contexts including the theatrical conventions of the period in which the performance texts were created.
Build in more opportunities for the class to analyse and evaluate their own process of creating live theatre.