

**Curriculum questions –  
prompts for mentoring dialogues with trainee drama specialists.**

Curriculum questions – preparation/introductory	Curriculum questions - development	Curriculum questions – enhancement/extending	Secondary development tasks
<p>What misconceptions and preconceptions might a pupil have for this topic?</p> <p>What questions can you ask pupils to help them develop their own learning (metacognition)?</p> <p>Give an example of when you have modelled a specific concept and/or practice through your own demonstration (eg: Teacher in Role or ‘micro-performance’)</p> <p>Give an example of when you have used retrieval practice and it has helped support learning.</p> <p>When planning practical work how have you considered what you intend the pupils to learn?</p> <p>What are the key drama elements and practices that pupils need to know and use for this topic?</p> <p>Give examples of how you have provided feedback within a lesson.</p>	<p>How will you challenge any misconceptions and preconceptions a pupil might have for this topic?</p> <p>When and how have you modelled your own thinking processes in the classroom?</p> <p>How have you broken down your modelling to illustrate and explain the concept you are teaching? most effectively</p> <p>How can you use spaced reviews and retrieval practice to improve learning?</p> <p>How can you ensure that pupils achieve your intent when making, performing and responding to dramatic art?</p> <p>How will you encourage pupils to use the correct terminology when speaking and writing?</p> <p>How are individual pupils improving from the feedback you have provided?</p>	<p>What are the key (threshold) concepts and practices and how are you exploring these with pupils?</p> <p>How have you developed metacognition and motivation with pupils? For example, how have you helped pupils to develop a weak argument/drama practice into a stronger one?</p> <p>How can you make modelling more useful for learning? For example, how can you make explicit the complex artistic choices necessary to make, perform and respond to sophisticated dramatic art?</p> <p>How can you build elaborative interrogation into your teaching?</p> <p>How can you spotlight specific details of practice to refine practical work as effectively as possible?</p> <p>How can you support more complex dramatic practices, arguments, explanations both verbally and in written form?</p> <p>How can you encourage pupils to develop as a learner?</p>	<ul style="list-style-type: none"> <li>• Lesson observations focussing on how keywords and other vocabulary are introduced and developed with pupils - mentor observing trainee and trainee observing colleagues (Use ‘8. Choose your own focus’ observation proforma)</li> <li>• School-based reflective task 6: Subject &amp; pedagogical knowledge, planning and progress</li> </ul>

Consider questions in the light of the Arts Council England recommended framework for Drama:  
Making; Performing; Responding

How does the teaching of knowledge, skills and understanding in the art form of drama support greater autonomy and pupil independence in creative and critical drama work?

How does your teaching focus on quality and depth of knowledge, understanding and skill in making, performing and responding to drama.