

Curriculum Plans: Year 10 (Drama)

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas	<p>Skill development / (trust/ analysing /acting)</p> <p>Live productions</p>	<p>Actor and audience configuration</p> <p>Relationships between performers and audience</p> <p>Use of performance space and spatial relationships on stage</p> <p>The roles and responsibilities of theatre makers in contemporary professional practice: the activities each may undertake on a day-to-day basis / the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success).</p> <p>The plot and characters / specific features or hallmarks of the style/genre of the production / the context of the play/production.</p>	<p>Analysis and evaluation:</p> <p>How the play has been interpreted in the production seen and what messages the company might be trying to communicate:</p> <p>the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers</p> <p>the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.</p>	<p>Stage positioning:</p> <ul style="list-style-type: none"> • upstage (left, right, centre) • downstage (left, right, centre) • centre stage. <p>Staging configuration:</p> <ul style="list-style-type: none"> • theatre in the round • proscenium arch • thrust stage • traverse • end on staging • promenade. <p>Context</p>	<p>Performance: monologue</p> <p>Drama terminology test</p> <p>Live pro notes</p> <p>Live pro essay</p> <p>Teacher Verbal Feedback</p> <p>Teacher Written Feedback</p>
Lent	<p>Making theatre: (Improvisation vs Devised)</p>	<p>A range of performance conventions</p> <p>How to explain</p> <ul style="list-style-type: none"> • their initial response to the stimuli presented by the teacher and the stimulus they chose • the ideas, themes and settings they have considered for the devised piece in response to the stimulus they chose • their research findings • their own dramatic aims and intentions • the dramatic aims and intentions of the piece as a whole 	<p>Creative response to a stimulus</p> <p>Teamwork</p> <p>Inventiveness</p> <p>Range of theatrical skills</p> <p>Clear precise description</p>	<p>Roles in theatre:</p> <ul style="list-style-type: none"> • playwright • performer • understudy • lighting designer • sound designer • set designer • costume designer • puppet designer • technician • director • stage manager • theatre manager 	<p>Devised log section 1</p> <p>Midway assessment of devised piece</p> <p>Section 2 log</p> <p>Teacher Verbal Feedback</p> <p>Teacher Written Feedback</p>

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Trinity	Component 2: Devised drama	<p>How to explain:</p> <ul style="list-style-type: none"> • how they developed and refined their own ideas and those of the pair/group • how they developed and refined the piece in rehearsal • how they developed and refined their own theatrical skills during the devising process • how they responded to feedback • how they as individuals used their refined theatrical skills and ideas in the final piece. <p>how far they developed their theatrical skills</p> <ul style="list-style-type: none"> • the benefits they brought to the pair/group and the way in which they positively shaped the outcome • the overall impact they had as individuals <p>Areas for improvement in the devised piece.</p>	<p>Refined theatrical skills deployed precisely and confidently</p> <p>Sensitivity towards the context</p> <p>Analysis</p> <p>Evaluation</p> <p>Description</p> <p>Problem solving</p> <p>Adaptability</p> <p>Critical thinking</p> <p>Team work</p>	<p>Flashback flashforward Episodic Linear Aside Black-box studio Rostra Soliloquy</p>	<p>Section 3 log Mock exam paper: drama terminology, Live Pro Teacher Written Feedback Teacher Verbal Feedback</p>
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