

## Year 10 Drama

Year 10	Autumn Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	<ul style="list-style-type: none"> <li>Devising Performance</li> </ul>	<ul style="list-style-type: none"> <li>Devising Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Set Text Introduction: Blood Brothers</li> </ul>	<ul style="list-style-type: none"> <li>Set Text: Blood Brothers</li> </ul>	<ul style="list-style-type: none"> <li>Scripted Performance</li> </ul>	<ul style="list-style-type: none"> <li>Responding to Live Theatre</li> </ul>
Core Knowledge and skills	<p><b>Knowledge:</b> How to develop initial ideas from a stimulus.</p> <p>How meaning can be interpreted and communicated.</p> <p>Influential and expert devising theatre companies.</p> <p>How to build convincing characters.</p> <p>Theatrical terminology /devices and appropriate use.</p> <p><b>Skills:</b> Group work, Characterisation, Ownership, Interpretation, Confidence, Creativity, Empathy, Time management, Responsibility.</p>	<p><b>Knowledge:</b> How to analyse and evaluate group work and performance.</p> <p>Links between stimulus, development and final piece.</p> <p>Drama terminology/devices and appropriate use.</p> <p>Theatre makers: diverse range of roles</p> <p><b>Skills:</b> Group work, Interpretation, Reflective, Analysis, Self/peer evaluation, Literacy.</p>	<p><b>Knowledge:</b> Contextual knowledge and key features of influential playwright Willy Russell.</p> <p>Context of the play - Historical, social and political factors; Britain 1960-1980.</p> <p>Themes/Issues.</p> <p>Playwright's intentions.</p> <p><b>Skills:</b> Group work, Practical exploration of play script, Reading, Characterisation, Empathy, Confidence, Time management.</p>	<p><b>Knowledge:</b> Contextual knowledge and key features of influential playwright Willy Russell.</p> <p>Context of the play - Historical, social and political factors; Britain 1960-1980.</p> <p>Themes/Issues.</p> <p>Playwright's intentions.</p> <p>Design elements; set, sound, lighting, costume and puppetry. _</p> <p>The role of a director and how to.</p> <p>Theatrical terminology and its appropriate use.</p> <p><b>Skills:</b> Group work, Design, Directing, Literacy, Resilience,</p>	<p><b>Knowledge:</b> Theatrical terminology/devices and effective use.</p> <p>Historical and political context of practitioner and style.</p> <p>How to interpret a script/role and perform from 'page to stage' effectively.</p> <p><b>Skills:</b> Group work, Characterisation, Confidence, Creativity, Ownership, Time management,</p>	<p><b>Knowledge:</b> Historical, social and political context of theatre company and their intention.</p> <p>Context of the play, plot characters.</p> <p>Meaning of 'command words' and how to structure a live theatre response.</p> <p>Theatrical terminology /devices and effective use.</p> <p><b>Skills:</b> Interpretation, Describe, Analyse, Evaluate, Time management, Focus, Independence, Literacy.</p>

<b>Assessment for and of learning</b>	<p>Students will perform their final devised performances in groups using theatrical techniques. Students will be assessed formatively on their contribution to group work, their interpretive skills and their individual final performance.</p>	<p>Students will produce a written logbook which will be assessed focussing on:  1) Creation and development to communicate meaning.  2) Analysis and evaluation of the devising process and final piece.</p>	<p>Students will perform in pairs and groups demonstrating their understanding of the play as a whole. This will be formatively assessed focusing on group work, application of appropriate theatrical devices to suit the style and playwright's intentions.</p>	<p>Students will be assessed individually on their written responses demonstrating their understanding of the set text through directing and design.</p>	<p>Students will work in groups using all skills learnt throughout the year either as a designer or performer. Students will be assessed on their individual performance and contribution of ideas to group work.</p>	<p>Students will be assessed individually on their written responses demonstrating a deep understanding of meaningful and impactful theatre.</p>
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