

Y10 Drama – Curriculum Map

Advent	Lent	Pentecost	Review of learning
Course Overview <ul style="list-style-type: none"> To apply knowledge and understanding of drama when making, performing and responding to drama To explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created To develop a range of theatrical skills and apply them to create performances To work collaboratively and develop as creative, effective, independent and reflective students able to make informed choices in process and performance To reflect on and evaluate their own work and that of others To explore the work of theatre makers and practitioners, thereby informing their own practice 	A01-4: Unit intent: Assessment objective AO1/AO2/AO3. To understand the historical context of the drama techniques they use to shape their work. We do this by looking at key practitioners from 1890's to 2020 Curriculum content: Stanislavski: <ul style="list-style-type: none"> Belief and The System Given Circumstances Units and Objectives The 'magic if' and imagination Subtext Emotional memory Frantic Assembly <ul style="list-style-type: none"> Intro to Physical theatre Practice the building blocks of frantic philosophy Moving as One Physical language: Round by through, Push hands, chair duet Assessment devised piece using Run Boy Run track 	AO1/2 Devised 30% of GCSE. Internally assessed Unit intent: : Assessment objective 1,2 and 4. Learners will research and explore a stimulus, work collaboratively and create their own devised drama. Curriculum content: Applying what they have learnt from practitioners studied earlier in the year, and the Drama Toolkit developed from KS3, students devise and perform a 10–15-minute drama from a performance or design perspective. They produce a port folio of 2000 words outlining the creative process. <ul style="list-style-type: none"> Stimulus provided by the exam board Work in groups of 2-6 Carry out detailed research that links closely to the chosen stimulus development of their devised performance throughout the creating and developing process. analysis and create during the devising process with amendments reflecting the decisions made. Clear artistic intention and learn how to communicate meaning to an audience through engaging drama. Work collaboratively to create, develop, perform and evaluate their own piece of devised drama as either performers or designers. examine the social, cultural or historical context of the chosen stimulus plan for effective use of rehearsals <ul style="list-style-type: none"> Students begin this term and then add to their portfolio over the Summer recess. It is then continued into Yr. 11 advent term 	Disciplinary knowledge A01: Create and develop ideas to communicate meaning for theatrical performance. A02: Apply theatrical skills to realise artistic intentions in live performance. A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. A04: Analyse and evaluate their own work and the work of others. Formative assessments; A01/02/04 'do it nows', key terms and retrieval activities, set text, dual coding, metacognition strategies. AO1/2: ongoing formative teacher feedback provided. Summative assessments; formal review of performance skills DIRT activity, bespoke teacher feedback - mark to GCSE specification. CST Participation Common Good Career https://www.bbc.co.uk/bitesize/guides/zhf8gwx/revision/1 British Values Reading 3-2-1
A0:1-4 Unit intent: To equip the students with theatre knowledge which enables them to take skills to develop their own work. Curriculum content <ul style="list-style-type: none"> Introduction to GCSE Getting to know each other and trust exercises. Understanding an ensemble atmosphere Advanced Improvisation skills Theatre Vocabulary All the world's a stage: different types of staging advantages and disadvantages Practitioner: Brecht Style and Genre: text of Too Much Punch for Judy Documentary Theatre and understanding Brechtian techniques within a contemporary text. Rehearse and perform an extract. Assessment Genre: Symbolic characterisation. An improv wherein actors personify a Seven deadly Sins 	Set Text: Performance and response: Blood Brothers AO3/4 <ul style="list-style-type: none"> Workshop and practical approach to the written paper set text as all questions are from an acting, design, or director point of view. Rehearse select scenes for performance Explore Historical/social/cultural context Design: costume and set ideas Exploratory director techniques for actors Characterisation Breaking down the structure and conventions so they can be used in Devised 		