

KS4 Curriculum Overview YR10 GCSE Drama 2022-23

<p><b>A learner in Year 10 will know:</b>                  What the Drama Conventions are. How to use the Drama Conventions. Why to use the Drama Conventions. The difference between Naturalistic and Non-Naturalistic Theatre. What the Vocal &amp; Physical Skills are. How to use the Vocal &amp; Physical Skills. Why to use the Vocal &amp; Physical Skills. The different types of Theatre Staging. How to use the different types of Theatre Staging. The positives and negatives to each of the different types of Theatre Staging. How to use a Stimulus/Stimuli to create an original piece of Drama. How to perform a scripted piece of Contemporary Theatre and show an understanding of the language and characters. The plot, characters, themes, genres and context, of a given set play performance text. How to use costume, sound, lighting, set and props throughout the given set play performance text. How to answer exam style questions and get full marks.</p>			<p><b>A learner in Year 10 will be able to:</b>                  Develop their characters and performance by confidently using a wide variety of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Develop their characters and performance by confidently using a wide variety of Drama Conventions. Confidently perform in front of an audience. Analyse &amp; Evaluate own and peer performances – thinking and discussing WWW &amp; EBI. Work in a group cooperatively to create a performance. Take on a leadership role as a Director and help others in the group with their performance. Use a Stimulus/ Stimuli to create an original piece of Drama. Perform a scripted piece of Contemporary Theatre, showing an understanding of the language and characters. Understand the plot, characters, themes, genres and context, of a given set play performance text. Use costume, sound, lighting, set and props throughout the given set play performance text. Answer exam style questions and get full marks.</p>		
<p><b>1:1: Topic/Theme – C3</b>                  Theatre Makers in Practice – Theatre Theory Knowledge</p>	<p><b>1:2: Topic/Theme – C1</b>                  Devising Drama – Study of Theatre Practitioners &amp; Exploring Stimuli</p>	<p><b>2:1: Topic/Theme – C1</b>                  Devising Drama – Creating and Developing &amp; Portfolio</p>	<p><b>2:2: Topic/Theme – C1</b>                  Devising Drama – Refining and Performing &amp; Portfolio</p>	<p><b>3:1: Topic/Theme – C2</b>                  Performance from Text – ‘DNA’ Intro</p>	<p><b>3:2: Topic/Theme – C3</b>                  Theatre Makers in Practice – ‘DNA’ Intro</p>
<p>Term 1</p>	<p><b>1:1: Topic/Theme – C3 Theatre Makers in Practice – Theatre Theory Knowledge</b></p> <p>Knowledge:                  The uses of costume, set, lighting, sound and props within the plays. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them.</p> <p>Skills:                  An increase in confidence on how a performance is created for its intended audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Ability to analyse and evaluate a performance.</p> <p>Formative Assessment:                  Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own, peer &amp; recorded performances. Baseline Assessment of Theatre Theory Knowledge.</p>		<p><b>1:2: Topic/Theme – C1 Devising Drama – Study of Theatre Practitioners &amp; Exploring Stimuli</b></p> <p>Knowledge:                  How to Devise an original piece of Drama based upon a range of given stimuli. What the Drama Conventions are and How and Why to use them. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. What the differences are between Naturalistic vs Non-Naturalistic Drama.</p> <p>Skills:                  An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director. Devising original Drama.</p> <p>Formative Assessment:                  Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and</p>		<p><b>Autumn % Assessment</b></p> <p>Knowledge coverage:                  The use of costume, set, lighting, sounds and props within the play. Drama Conventions. Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Types of Staging. Naturalistic vs Non-Naturalistic Drama.</p> <p>Skills tested:                  Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama Conventions. Devising original Drama.</p> <p>Assessment style/questions:                  Formative &amp; Summative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI.</p>

	<p>End point: Know how to use a wide range of Vocal and Physical Skills to create a convincing and sustainable character(s). Be able to describe the different types of theatre stages and set and understand the advantages and disadvantages of using them. Increased knowledge of the Theatre Design elements – staging, set, costume, lighting, sound, props &amp; stage furniture.</p>	<p>peer performances. Written Self-Evaluation and response to Teacher Feedback Question. Devising Portfolio.</p> <p>End point: Use a range of the Drama Conventions confidently, to produce a well-developed and structured performance. Use a wide range of Vocal and Physical Skills to create a convincing and sustainable character(s). Devise and create an original Drama performance piece from a given stimuli/stimulus. Perform confidently in front of an audience and self-evaluate their performance. Summative Assessment Performance.</p>	<p>Name a Drama Convention. What is it? How is it used? Why is it used? How could you use Drama Conventions to develop your performance piece further? What is a Stimulus? How can a Stimulus be used? What is an example of a Stimulus? How can you use Vocal &amp; Physical Skills to develop your character further?</p> <p>Performance Intentions: What role(s) are you playing? What is happening to your character(s) in your piece? What are your characters objectives/motivations/feelings? How are you interpreting this character(s) in performance?</p>
Term 2	2:1: Topic/Theme – C1 Devising Drama – Creating and Developing & Portfolio	2:2: Topic/Theme – C1 Devising Drama – Refining and Performing & Portfolio	<b>Spring % Assessment</b>
	<p>Knowledge: How to Devise an original piece of Drama based upon a range of given stimuli. What the Drama Conventions are and How and Why to use them. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. What the differences are between Naturalistic vs Non-Naturalistic Drama.</p> <p>Skills: An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director. Devising original Drama.</p> <p>Formative Assessment: Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances. Written Self-Evaluation and response to Teacher Feedback Question. Devising Portfolio</p> <p>End point: Use a range of the Drama Conventions confidently, to produce a well-developed and structured performance. Use a wide range of Vocal and Physical Skills to create a convincing and sustainable character(s). Devise and create</p>	<p>Knowledge: How to Devise an original piece of Drama based upon a range of given stimuli. What the Drama Conventions are and How and Why to use them. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. What the differences are between Naturalistic vs Non-Naturalistic Drama.</p> <p>Skills: An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills. Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director. Devising original Drama.</p> <p>Formative Assessment: Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances. Written Self-Evaluation and response to Teacher Feedback Question. Devising Portfolio.</p> <p>End point: Use a range of the Drama Conventions confidently, to produce a well-developed and structured performance. Use a wide range of Vocal and Physical Skills to create a convincing and sustainable character(s). Devise and create</p>	<p>Knowledge coverage: Devising Drama. Stimuli &amp; Stimulus. Drama Conventions. Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Types of Staging. Naturalistic vs Non-Naturalistic Drama.</p> <p>Skills tested: Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama Conventions. Devising original Drama.</p> <p>Assessment style/questions: Formative &amp; Summative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. Name a Drama Convention. What is it? How is it used? Why is it used? How could you use Drama Conventions to develop your performance piece further? What is a Stimulus? How can a Stimulus be used? What is an example of a Stimulus? How can you use Vocal &amp; Physical Skills to develop your character further?</p>

	an original Drama performance piece from a given stimuli/stimulus. Perform confidently in front of an audience and self-evaluate their performance. Summative Assessment Performance.	an original Drama performance piece from a given stimuli/stimulus. Perform confidently in front of an audience and self-evaluate their performance. Summative Assessment Performance.	
Term 3	<p>3:1: Topic/Theme – C2 Performance from Text – ‘DNA’ Intro:</p> <p>Knowledge: Intro of ‘DNA’ including: Plot, Characters, Themes, Genres and Context. The uses of costume, set, lighting, sound and props within the play. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. How to act in a scene(s) from ‘DNA’.</p> <p>Skills: Increased knowledge of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer and the ability to write about it. Knowing &amp; Understanding the Plot, Characters, Themes, Genres and Context of ‘DNA’ and the ability to communicate these to an audience through performance.</p> <p>Formative Assessment: Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances. Written Self-Evaluation and response to Teacher Feedback Question. Performance Intentions.</p> <p>End point: Use a wide range of Vocal and Physical Skills to create a convincing and sustainable character(s). Select, rehearse and perform a chosen extract from ‘DNA’. Perform confidently in front of an audience and self-evaluate their performance. Write Performance Intentions: What role(s) are you playing? What is happening to your character(s) in the key extract? What are your characters objectives/motivations/feelings? How are you interpreting this character(s) in performance?</p>	<p>3:2: Topic/Theme – C3 Theatre Makers in Practice – ‘DNA’ Intro:</p> <p>Knowledge: Continuation of study - ‘DNA’ including: Plot, Characters, Themes, Genres and Context. The uses of costume, set, lighting, sound and props within the play. What are Vocal &amp; Physical/ Characterisation &amp; Performance Skills and How and Why to use them. What the different types of Theatre Staging are and How and Why to use them. How to Direct a scene(s) from ‘DNA’. How to design a scene(s)/ set(s) costume(s) lighting state(s) from ‘DNA’. How to act in, direct and design a scene(s) from ‘DNA’.</p> <p>Skills: Increased knowledge of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer and the ability to write about it. Knowing &amp; Understanding the Plot, Characters, Themes, Genres and Context of ‘DNA’ and the ability to write in detail about each.</p> <p>Formative Assessment: Formative Assessment Exams. Teacher Feedback verbal and written. Ongoing Low Stakes keyword/skills/knowledge tests. Analysing &amp; Evaluating professional performances through discussion of WWW and EBI and answering Exam style questions.</p> <p>End point: Write about a wide range of Vocal and Physical Skills and how to create a convincing and sustainable character(s). Write about the Plot, Characters, Themes, Genres and Context of ‘DNA’ in detail to gain full marks. Able to discuss and write how to direct/design scene(s) from ‘DNA’ in details, using subject specific terminology. Summative Assessment – Mock Exam.</p>	<p>Summer % Assessment</p> <p>Knowledge coverage: Plot, characters, themes, genres and context of ‘DNA’. The use of costume, set, lighting, sounds and props within the play. Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Types of Staging.</p> <p>Skills tested: Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama &amp; Theatre and the set play text ‘DNA’. Ability to write about how to act, direct and design a scene(s).</p> <p>Assessment style/questions: Formative Assessment Performances. Formative Exam Assessment. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation own and peer performances – thinking and discussing WWW &amp; EBI. How can you use Vocal &amp; Physical Skills to develop your character further? Performance Intentions: What role(s) are you playing? What is happening to your character(s) in the key extract? What are your characters objectives/motivations/feelings? How are you interpreting this character(s) in performance? What characterisation skills would you use for a given character in given scene? How would direct the actor(s) playing a given character(s) in a given scene? How would you design a given scene?</p>