

KS4 Curriculum Overview: Drama YR11

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| <p><b>1. Rationale: to include:</b><br/>                 A learner in Year 11 will know 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 and Set. How to use the different types of Theatre Staging and Set. The positives and negatives to each of the different types of Theatre Staging and Set. 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>2.A learner in Year 11 will be able to:</b><br/>                 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 strengths and areas for development. Work in a group cooperatively to create a performance. Take on a leadership role as a Director or Designer and help others in the group with their performance. 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>   |  |  |        |
| <b>Term 1:</b>  |  | <b>Term 2:</b>  |  | <b>Term 3:</b>   |        |
| 1:1: C3 Theatre Makers in Practice – ‘DNA’<br>C2 Performance from Text – Extract 1  | 1:2: C3 Theatre Makers in Practice – ‘DNA’<br>C2 Performance from Text – Extract 2   | 2:1: C3 Theatre Makers in Practice – ‘DNA’<br>C2 Performance from Text – Extract 1 & 2  | 2:2: C3 Theatre Makers in Practice – Exam: ‘DNA’ & Live Theatre Evaluation | 3:1: C3 Theatre Makers in Practice – Exam: ‘DNA’ & Live Theatre Evaluation | 3:2: X |
| <b>Topic Coverage</b>   | <p><b>1:1:</b> C3 Theatre Makers in Practice – ‘DNA’<br/>C2 Performance from Text – Exploring Scripts: Extract 1</p> <p><u>Knowledge:</u> Recap 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, direct and design a scene(s) from ‘DNA’.</p> <p>The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). 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><u>Skills:</u> 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,</p> | <p><b>1:2:</b> C3 Theatre Makers in Practice – ‘DNA’ Recap<br/>C2 Performance from Text – Exploring Scripts: Extract 2</p> <p><u>Knowledge:</u> Recap 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, direct and design a scene(s) from ‘DNA’.</p> <p>The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). 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><u>Skills:</u> 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 and Designer. Creating and Developing Characters from a Script.</p> | <b>Autumn % Assessment</b>   |  |        |
|   | <p><u>Knowledge coverage:</u> Plot, characters, themes, genres and context of ‘DNA’ and scripted performance text. The use of costume, set, lighting, sounds and props within the plays. Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Types of Staging.</p> <p><u>Skills tested:</u> Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama &amp; Theatre, the set play text ‘DNA’ and the scripted performance text. Ability to write</p>   |   |  |  |        |

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|                       | <p>Genres and Context of 'DNA' and the ability to communicate these to an audience through performance.</p> <p><u>Assessment:</u> Formative Assessment Exam &amp; 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.</p> <p>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 the key extract? What are your characters objectives/motivations/feelings? How are you interpreting this character(s) in performance?</p> <p>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> | <p><u>Assessment:</u> Formative Assessment Exam &amp; 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.</p> <p>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 the key extract? What are your characters objectives/motivations/feelings? How are you interpreting this character(s) in performance?</p> <p>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>  | <p>about how to act, direct and design a scene(s).</p>  |
|                       | <u>Reading/Literacy/Oracy:</u>   | <u>Reading/Literacy/Oracy:</u>  |   |
|                       | <u>Home Learning:</u>  | <u>Home Learning:</u>   |   |
| <b>Term 2</b>         | <b>2:1: C3 Theatre Makers in Practice – 'DNA' &amp; Live Theatre Review</b>  | <b>2:2: C3 Theatre Makers in Practice – 'DNA' &amp; Live Theatre Review</b>   | <b>Spring % Assessment</b>  |
| <b>Topic Coverage</b> | <p><b>C2 Performance from Text – Exploring Scripts: Extract 1 &amp; 2</b></p> <p><u>Knowledge:</u> Recap 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, direct and design a scene(s) from 'DNA'.</p> <p>The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). 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><b>C2 Performance from Text – Exploring Scripts: Extract 1 &amp; 2</b></p> <p><u>Knowledge:</u> Recap 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, direct and design a scene(s) from 'DNA'.</p> <p>The Plot, Characters, Themes, Genres and Context of Contemporary scripted plays (Pre 2000). 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><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork &amp; Cooperation skills.</p> | <p><u>Knowledge coverage:</u> Plot, characters, themes, genres and context of a contemporary play text. The use of costume, set, lighting, sounds and props within the play. Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Types of Staging.</p> <p><u>Skills tests:</u> Confidence in performing to an audience. Teamwork &amp; Cooperation. Characterisation &amp; Performance Skills. Leadership &amp; Directing. Knowledge &amp; Understanding of Drama &amp; Theatre.</p> |

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|   | <p><u>Skills:</u> 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 and Designer. Creating and Developing Characters from a Script.</p> <p><u>Assessment:</u> 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>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>Increasing levels of Vocal &amp; Physical/ Characterisation &amp; Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating and Developing Characters from a Script.</p> <p><u>Assessment:</u> 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>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> |  |
|   | <u>Reading/Literacy/Oracy:</u>   | <u>Reading/Literacy/Oracy:</u>  |  |
|   | <u>Home Learning:</u>  | <u>Home Learning:</u>   |  |
| <p><b>Term 3</b></p> <p><b>Topic Coverage</b></p> | <p><b>3:1: C3 Theatre Makers in Practice – ‘DNA’ &amp; Live Theatre Review</b></p>   |   | <p>Summer % Assessment</p>   |
|   | <p><u>Knowledge:</u> Recap 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, direct and design a scene(s) from ‘DNA’.</p> <p><u>Skills:</u> 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><u>Assessment:</u> Formative and Summative Exam Assessment. Ongoing Low Stakes keyword/skills tests. Ability to analyse &amp; evaluation a live theatre performance – thinking and discussing WWW &amp; EBI.</p> <p>How can you use Vocal &amp; Physical Skills to develop a character further?<br/> 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> |   | <p><u>Knowledge coverage:</u> 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><u>Skills tested:</u> 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> |
|   | <u>Reading/Literacy/Oracy:</u>   |   |  |
|   | <u>Home Learning:</u>  |   |  |

