**Curriculum Overview for Drama:**

**Year 10**

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| **Half Term 5: Completion of Component 1 - Devising** **Substantive Knowledge:**Identify and understand conventions of a range of drama styles Understand the purpose and uses of different styles of dramaExplore the intentions and ideas of specific practitionersExplore different types technical elements (lighting, sound, staging, set etc) and make final decisions for devised performancesUnderstand the term devising and the process of creating our own work to a completed standard for examinationUnderstand the process of creating artistic intentions that can be communicated effectively to the audienceWorking successfully as a group to produce a piece of theatre for examination recording end of HT5Working as an individual to successfully create a portfolio to submit for examination by the end of HT5**Disciplinary Knowledge:**Workshops developing devised pieces using knowledge of practitioners and understanding of genre, style and drama conventions Creation of scripts and revising for end performancePractical exploration of our scripts and characterisation workExplore different ways of delivering lines: use of voice, movement, gesture, levels, interaction with the audienceMake technical choices and explain the reasoning behind these choicesWatch and analyse short pieces of recorded live performanceUnderstand and use the process of creating an effective portfolio to support work doneExplore and become successful at working closely with others in a groupStaging, set design, lighting and music for devised piecesPortfolio containing successful self-assessment and evaluation of their own work. | Books | Decoding of key words – modelledEtymology of key termsIndividuals read aloud/perform and reviseCreating, Revising and Reading from scripts |
| Speech | Conventions, Styles, Practitioners, Naturalism, Epic, TiE, Devising, Stimuli, Physical and vocal skills |
| Checklist RTL | Recall tests – verbal and on whiteboardsDevised Practical assessment of short pieces of performance against GCSE criteria |
| Home | Learning key terms for specific technical elementsPreparation for knowledge retrieval tests.Research tasksPreparation for portfolio reflections |

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| **Half Term 6: Componant 2 Performance from Text and Componant 3 Theatre in Practice****Substantive Knowledge:**Identify and understand conventions pertaining to selected theatre piece Understand the purpose and uses of different styles of dramaExplore the intentions and ideas of selected playwrightExplore and develop own artistic intentions for statement of intentExplore different technical elements (lighting, sound, staging, set etc)Understand the process of creating artistic intentions that can be communicated effectively to the audience through selected theatre pieceWorking successfully as a group, duologue or monologue towards performance for examinerInitial exploration of reviewing Live theatreInitial exploration of the set text context and past performancesPractical exploration of the set text**Disciplinary Knowledge:**Workshops developing chosen theatre pieces using knowledge of practitioners and understanding of genre, style and drama conventions Blocking of scripts and development of own artistic intentionsPractical exploration of our scripts and characterisation workExplore different ways of delivering lines: use of voice, movement, gesture, levels, interaction with the audienceMake technical choices and explain the reasoning behind these choicesWatch and analyse short pieces of recorded live performanceExplore and become successful at working closely with others in a groupStaging, set design, lighting and music for component two performanceAnalysis of live theatre and the correct terms when reviewing Initial exploration of the context and previous performances of the set text for Component 3 | Books | Decoding of key words – modelledEtymology of key termsIndividuals read aloud/perform and reviseCreating, Revising and Reading from scripts |
| Speech | Conventions, Styles, Practitioners, Naturalism, Epic, TiE, Devising, Stimuli, Physical and vocal skills |
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