




		Year:	10	Subject:	GCSE Drama	Autumn 1 - Component 3 exam AIC and Live Theatre Evaluation	Autumn 2 - Mock Component 2 Practical Performance	Spring 1 and 2 - Component 1 Devising Exam: Performance of Devised group piece and written coursework	
Intent	Subject Concepts (Substantive knowledge) 	<ul style="list-style-type: none"> Collaboration 		Prior Knowledge: <ul style="list-style-type: none"> 	Group exploration tasks, sharing the role of director	Prior Knowledge: <ul style="list-style-type: none"> All will have experience of directing practical work 	Work in teacher directed groups towards an exam brief. Listening, discussing, giving accepting and recording for the exam written element	Prior Knowledge: <ul style="list-style-type: none"> Use of 'drama connectives' in written tasks The role of director Group work skills 	
		<ul style="list-style-type: none"> Development of dramatic potential 	Students will explore how drama is developed by writers in texts. Exploring the relationship between writers and directors Students will analyse how dramatic potential is created in a piece of recorded live theatre – 'Frankenstein' National Theatre Online	Prior Knowledge: <ul style="list-style-type: none"> Students will have read a scripted play Students will have watched a piece of recorded live theatre 	Students will explore how using selected extracts of script can lead them to creating meaningful pieces of theatre Students will undertake workshops focused on developing character and emotional impact	Prior Knowledge: <ul style="list-style-type: none"> Students have all worked using scripts in Year 9 	Explore 3 set stimulus materials. Making choices based on the release of dramatic potential. Exploring own thoughts feelings and collaborating with others Complete portfolio coursework throughout the process	Prior Knowledge: <ul style="list-style-type: none"> Know what a stimulus is Verbally express their own ideas as part of a group task 	
		<ul style="list-style-type: none"> Performance 	Analysis of the performance skills of professional actors as part of Live Theatre Evaluation	Prior Knowledge: <ul style="list-style-type: none"> Students will have all watched recorded live performance 	Rehearsal and refinement of a scripted performance for assessment <ul style="list-style-type: none"> Students will experience the professional discipline required for GCSE exams 	Prior Knowledge: <ul style="list-style-type: none"> All students will have performed to an audience All students will have experience of portraying a character that is different to themselves 	Extended development of a devised piece for examination Complete portfolio coursework throughout the process	Prior Knowledge: <ul style="list-style-type: none"> Traditional script writing skills To understand what devising is in drama 	
		<ul style="list-style-type: none"> Styles of theatre 	Students will explore what a morality play is and how AIC fits into that genre. Students will understand the genre of 'the well made play'	Prior Knowledge: <ul style="list-style-type: none"> Students will be aware of a range of theatre styles and genres, including Naturalism and Non-Naturalism 	Student's will undertake workshops and independent research to develop understanding of the style of their selected play	Prior Knowledge: <ul style="list-style-type: none"> Students have worked in the styles of Naturalistic and Non-Naturalistic 	Students will choose a style for their devised piece from a list of available practitioners and styles. Complete portfolio coursework throughout the process.	Prior Knowledge: <ul style="list-style-type: none"> Difference between Naturalistic and Non-Naturalistic Name Brecht as a drama practitioner 	
		Takeaway Learning: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> To learn the process of exploring a range of ideas, before selecting the most successful To communicate ideas and instructions effectively 		Takeaway Learning: <ul style="list-style-type: none"> To understand 'select and reject' as part of the creative process Describe and evaluate intentions for performance Demonstrate understanding of rehearsal and refinement 			
		Takeaway Learning: <ul style="list-style-type: none"> Students will learn new vocabulary relating to performing Students will learn new technical vocabulary relating to production values Students will learn the plot-line to An Inspector Calls 	Takeaway Learning: <ul style="list-style-type: none"> Students will learn that the audience is at the heart of every decision in a performance A range of physical and vocal skills used to communicate meaning Individual performance is confident, committed and dynamic. 	Takeaway Learning: <ul style="list-style-type: none"> Students will be able to analyse and evaluate the quality of performance skills demonstrated Analyse and evaluate impact on an audience when watching live theatre 	Takeaway Learning: <ul style="list-style-type: none"> Students will recognise the influence of Brecht, Frantic Assembly and Artaud in their own work and the work of others Understanding of style, genre and language 				

				dramatic devises needed to create tension and relief in a 'well made play'				
	<ul style="list-style-type: none"> Context 	<p>Context of theatre written in 40's</p> <p>Context of Edwardian England in 1912</p> <p>Students will learn the context of Industrial Revolution England – Live Theatre Evaluation</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Students will know An Inspector Calls was written in 1940's Students will have considered context when looking at text in previous lessons <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Demonstrate understanding of themes, context and character when exploring a set text. 	<p>Students will undertake research into their selected play to demonstrate understanding of context and playwright's intentions</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Students have experience of applying contextual understanding to practical work in Year 9 (Arbeit Macht Frei) <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Characterisation shows understanding of selected role Clear sense of style and genre 	<p>Research selected context for devised performance and apply research to practical work.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Students know what context means in regards to theatre and playtexts Students have researched context for mock component 2 <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Clear sense of style and genre Characterisation shows a range of mood and emotions 	
	Disciplinary Knowledge	<ul style="list-style-type: none"> Students will consider how to stage a play through the eyes of a performer and a director. Students will consider how a professional performer/director would approach the task of staging a play. 	<ul style="list-style-type: none"> Students will work on their performance using workshop activities and techniques applied by professional actors as part of the development process. 	<ul style="list-style-type: none"> Students will develop their devised work through structured workshops and independent rehearsal to mirror the way a professional theatre company would approach devising. 				
Implementation	Common Misconceptions	<ul style="list-style-type: none"> Understanding that performance skills are both vocal and physical skills <ul style="list-style-type: none"> Understanding the role of a director in the world of theatre. 	<ul style="list-style-type: none"> Understanding that the rehearsal process is layered and needs to be completed properly to create high quality work. Understanding the importance of research and why professional actors do it. 	<ul style="list-style-type: none"> The first idea is not your best/only idea. Rehearsal should include selecting and rejecting ideas. <ul style="list-style-type: none"> Good theatre does not have to have a linear storyline, consider interesting ways to structure your performance work. Coursework portfolio is worth 30% of course, practical exam is worth 10% 				
	Enabling or Adapting the Curriculum	<p>SEND Students</p> <ul style="list-style-type: none"> Use of IPAD and Laptop to support with handwriting Scaffolding for written tasks Scaffolding for verbal responses 	<ul style="list-style-type: none"> Build resilience and confidence to perform to an audience through stepped response. Step 1 – perform just to teacher. Step 2 – perform to 4 people of your choosing Step 3- perform to the class Teacher selection of playtext based on knowledge of individual students Adaptive groupings for duologues 	<ul style="list-style-type: none"> Adaptive groupings – use 'secret ballot' strategy to help decide on exam groupings and so students have ownership Scaffolding for written portfolio questions Key vocabulary lists 				
		<p>Disadvantaged Students</p> <ul style="list-style-type: none"> Scaffolding for written tasks Model answers Cultural gaps – examples of live productions of An Inspector Calls 	<ul style="list-style-type: none"> Play selections to contain themes or contexts that may appeal to teenage audiences Teach strategies to support with the discipline of learning a substantial amount of lines. 	<ul style="list-style-type: none"> Selection of stimuli to ensure engagement and interest Example performance work to set expectations of standard 				
		<p>More Able Students</p> <ul style="list-style-type: none"> Practical exploration of scenes/moments trying out various approaches to select and reject ideas for performance. 	<ul style="list-style-type: none"> Selection of playtext to require maturity and ability to see the world through the eyes of someone of a different age with different life experience. Style choices 	<ul style="list-style-type: none"> Consider use of music, items of costume, lighting cues 				
	<p>Literacy/Numeracy Skills</p> 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Vocal skills – projection, speed, accent, pause, pitch, volume, diction, inflection Physical skills – stance, posture, facial expression, stillness, body language, gesture, gait, proxemics Lighting and Set Design – Intensity, level, backlight, downlight, gauze, levels, dry ice, colour filter, spotlight, wash, material, size and scale 	<ul style="list-style-type: none"> Vocal skills – projection, speed, accent, pause, pitch, volume, diction, inflection Physical skills – stance, posture, facial expression, stillness, body language, gesture, gait, proxemics Rehearsal – objectives, dramatic potential, chunking, emotional journey, select and reject, hot-seating, role-on-the-wall 	<ul style="list-style-type: none"> Devising – rehearsal, scene, structure, improvisation, hot-seating, flashback, flashforward, dialogue, movement, still-image, physical theatre, cross-cutting, split scene, mime, style/genre Practitioner – Brecht, Stanislavski, Frantic Assembly 				

	Reading:	<ul style="list-style-type: none"> Class reading of scenes and extracts from the play – students allocated parts to read Independent reading of extracts for exam practice. Encourage students to read in character and consider personality and emotion when delivering the dialogue to support understanding. 	<ul style="list-style-type: none"> Students to read extracts of script for performance Students to learn extracts by heart using a range of line learning strategies. 	<ul style="list-style-type: none"> Research tasks to include reading of statistics, real life stories and case studies. 												
	Writing:	<ul style="list-style-type: none"> Written exam answers and note taking 	<ul style="list-style-type: none"> Annotating extracts with ideas for performance Paragraph explaining how they have used techniques and rehearsal to develop character 	<ul style="list-style-type: none"> Students will keep detailed notes of their rehearsal process Students will complete drafts of sections of their portfolio coursework 												
	Oracy:	<ul style="list-style-type: none"> Discussion of ideas for performance Use of paragraph structures and sentence starters to encourage explanation of ideas before writing Reading 'An Inspector Calls' as a class 	<ul style="list-style-type: none"> Performance of scripted extracts to an audience 	<ul style="list-style-type: none"> Peer and group feedback Performance of scenes to peers and teacher 												
	Numeracy:	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 												
	Digital Strategy 	<ul style="list-style-type: none"> YouTube BBC Bitesize 	<ul style="list-style-type: none"> Using IPADS to annotate scripted extracts Recording performances for self evaluation 	<ul style="list-style-type: none"> Recording work so far to analyse and evaluate Completion of drafts of portfolio coursework 												
Home Learning	<ul style="list-style-type: none"> An Inspector Calls character transcript 	<ul style="list-style-type: none"> Research into context, playwright and character Line learning 	<ul style="list-style-type: none"> Drafts of Q1 and Q2 of portfolio coursework 													
Impact	Composite Assessment	<table border="1"> <tr> <td>Date:</td> <td>w/b 9th October</td> <td>Content:</td> <td>Complete 4, 6 and 9 mark questions in exam conditions</td> </tr> </table>	Date:	w/b 9 th October	Content:	Complete 4, 6 and 9 mark questions in exam conditions	<table border="1"> <tr> <td>Date:</td> <td>w/b 4th December</td> <td>Content:</td> <td>Performance of scripted monologues and duologues</td> </tr> </table>	Date:	w/b 4 th December	Content:	Performance of scripted monologues and duologues	<table border="1"> <tr> <td>Date:</td> <td>TBC</td> <td>Content:</td> <td>Examined performance of devised piece</td> </tr> </table>	Date:	TBC	Content:	Examined performance of devised piece
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