




		Year:	10	Subject:	Drama	Summer 1	Summer 2 –
						<ul style="list-style-type: none"> <li>Component 1 portfolio</li> <li>'An Inspector Calls' 12 and 14 mark questions</li> </ul>	Live Theatre Evaluation/Mock Exam Revision
<b>Intent</b>	<b>Subject Concepts (Substantive knowledge)</b>  	<ul style="list-style-type: none"> <li><b>Collaboration</b></li> </ul>	Develop ideas about how a play is put on a stage – as a designer, director and performer.	Prior Knowledge: <ul style="list-style-type: none"> <li>Students will know the difference between a performer, director and designer</li> <li>Students will know the plotline, characters and themes of the play.</li> <li>Students will have experience of responding to exam style questions.</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>	
		<ul style="list-style-type: none"> <li><b>Development of dramatic potential</b></li> </ul>	Explore how a play is made – performer, director and designer.	Prior Knowledge: <ul style="list-style-type: none"> <li>Students will have strong evaluative skills and related subject vocabulary</li> <li>Students will have experience of completing written work to a word limit</li> <li>Students will have read the play out loud.</li> </ul>	Students will analyse evaluate how dramatic potential was achieved in a piece of live theatre	Prior Knowledge: <ul style="list-style-type: none"> <li>Students will have experience of watching live theatre/recordings of live theatre</li> </ul>	
		<ul style="list-style-type: none"> <li><b>Performance</b></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>	Students will analyse and evaluate the quality of the acting performance of professional actors	Prior Knowledge: <ul style="list-style-type: none"> <li>Students will have watched a selection of online performances from National Theatre Online</li> <li>Students will have completed exam style paragraphs in Years 8 and 9</li> </ul>	
				Takeaway Learning: <ul style="list-style-type: none"> <li>Students will learn how long to spend on each question, and the order to answer the questions in.</li> <li>Write from the different perspectives of performer, director and designer</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>	
				Takeaway Learning: <ul style="list-style-type: none"> <li>Students will be able to use a wide range of terminology relating to performance, collaboration and theatre design.</li> <li>Evaluate quality and impact of own acting performance</li> <li>Evaluate intentions for performance</li> <li>Demonstrate understanding of themes, context and character when exploring a set text</li> <li>Demonstrate how production values create meaning and atmosphere to a set text</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>To understand how to analyse and evaluate their personal response to a piece of live theatre</li> <li>Analyse and evaluate impact on an audience when watching live theatre</li> <li>Analyse and evaluate use of production values in a piece of live theatre</li> </ul>	
				Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>Analyse and evaluate use of performance skills used by actors in live theatre.</li> <li>To understand the difference between analyse and evaluate</li> <li>To offer informed opinions about the vocal skills of a performer</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>Styles of theatre</b></li> </ul>	Students will evaluate chosen performance style and impact on the audience	Prior Knowledge: <ul style="list-style-type: none"> <li>• Students know how to recognise the influence of Brecht, Frantic Assembly and Stanislavski in their own work and the work of others</li> <li>• Understand the impact of different styles on an audience</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Context</b></li> </ul>	Context of AIC explored in more depth.	Prior Knowledge: <ul style="list-style-type: none"> <li>• Context of Edwardian England in 1912</li> </ul>	Students will learn the context of Industrial Revolution England – Live Theatre Evaluation	Prior Knowledge: <ul style="list-style-type: none"> <li>• Students will have considered context when looking at text in previous lessons</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>• Understanding of style, genre and language</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>•</li> </ul>
				Takeaway Learning: <ul style="list-style-type: none"> <li>• Demonstrate understanding of themes, context and character when exploring a set text</li> <li>• Demonstrate how production values create meaning and atmosphere</li> </ul>	Students will explore nature vs nurture in the plot and context of Victorian England	Takeaway Learning: <ul style="list-style-type: none"> <li>• Demonstrate understanding of themes, context and character when exploring a set text.</li> </ul>
	<b>Disciplinary Knowledge</b>		<ul style="list-style-type: none"> <li>• Students will consider how to stage a play as a designer. Students will consider how a professional designer would approach the task of designing the set, lighting, costume and sound of 'An Inspector Calls'</li> </ul>	<ul style="list-style-type: none"> <li>• Students will consider how a director makes impact on an audience through the use of directorial intentions. Students will explore how lighting, costume, set and sound designers successfully achieve the directorial intentions.</li> </ul>		
<b>Implementation</b>	<b>Common Misconceptions</b>		<ul style="list-style-type: none"> <li>• linking the design ideas to the context of 1912 Edwardian England.             <ul style="list-style-type: none"> <li>• Having an understanding of how the characters change and evolve throughout the play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the difference between 'analyse' and 'evaluate' in the wording of exam questions.</li> <li>• Writing from the perspective of an audience member</li> </ul>		
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>• Use of IPAD and Laptop to support with handwriting</li> <li>• Scaffolding for written tasks</li> <li>• Scaffolding for verbal responses</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolding for written tasks</li> <li>• Scaffolding for verbal responses</li> </ul>		
		<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>• Scaffolding for written tasks</li> <li>• Model answers</li> <li>• Cultural gaps – examples of live productions of An Inspector Calls</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of live theatre recording to engage and interest</li> <li>• Model answers</li> <li>• Teaching of context to support cultural gaps</li> </ul>		
		<b>More Able Students</b>	<ul style="list-style-type: none"> <li>• Practical exploration of scenes/moments trying out various approaches to select and reject ideas for performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and using the education pack for 'Frankenstein' by the National Theatre to add further depth of detail to exam answers.</li> </ul>		
	<b>Literacy/Numeracy Skills</b> 	<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>• <b>Costume</b> - material, fit, shape, garment, accessories, colour, age, status</li> <li>• <b>Lighting</b> – downlight, uplight, spotlight, wash, cover, strobe, colour filter, intensity, atmosphere</li> <li>• <b>Sound/Music</b> – volume, instrumental, recorded, live, diegetic, non-diegetic, sound effect</li> <li>• <b>Set</b> – backdrop, levels, platform, rostra, truck, flats, stage furniture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Question Wording</b> – Analyse, Evaluate</li> <li>• <b>Costume</b> - material, fit, shape, garment, accessories, colour, age, status</li> <li>• <b>Lighting</b> – downlight, uplight, spotlight, wash, cover, strobe, colour filter, intensity, atmosphere</li> <li>• <b>Sound/Music</b> – volume, instrumental, recorded, live, diegetic, non-diegetic, sound effect</li> <li>• <b>Set</b> – backdrop, levels, platform, rostra, truck, flats, stage furniture</li> </ul>		
		<b>Reading:</b>	<ul style="list-style-type: none"> <li>• Extracts and scenes of An Inspector Calls</li> </ul>	<ul style="list-style-type: none"> <li>• Example answers</li> </ul>		
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Completion of paragraphs and full exam answers</li> <li>• Writing/typing final draft of portfolio coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of paragraphs and full exam answers</li> </ul>		
		<b>Oracy:</b>	<ul style="list-style-type: none"> <li>• Reading extracts of the text out aloud as a class or part of a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of live performance</li> <li>• Verbally structuring sentences before writing</li> </ul>		
<b>Numeracy:</b>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>			

	<b>Digital Strategy</b> 	<ul style="list-style-type: none"> <li>• Completion of coursework on IPADS</li> <li>• Use of App to support with lighting and set design on IPADS</li> </ul>		<ul style="list-style-type: none"> <li>• Access to National Theatre online – live recording of 'Frankenstein' using IPADS.</li> </ul>					
	<b>Home Learning</b>	<ul style="list-style-type: none"> <li>• Technical vocabulary revision and paragraph practice</li> </ul>		<ul style="list-style-type: none"> <li>• Watching Act 2 of Frankenstein</li> </ul>					
<b>Impact</b>	<b>Composite Assessment</b>	Date:	w/b 13 <sup>th</sup> May	Content:	4, 6, 9, 12 and 14 mark question as assessment -	Date:		Content:	