

# Year 9 Drama -Key Stage 4

Autumn Term	Spring Term	Summer Term
<p><b><u>Half Term 1</u></b></p> <p><b>Unit Title: The Elements of Drama and Stage Combat</b></p> <p><b>Key Learning:</b> Introduction to drama- Students will build up their acting skills in several key areas (Voice, movement, facial expressions, genre and response). The students will learn stage combat and about all the elements of drama and how to write about these skills in reference to themselves and others.</p> <p><b>Key Vocabulary:</b> Language, Symbolism, Time, Focus, Dramatic Tension, Character, Place and Space, Movement and Mood and atmosphere.</p> <p><b>Text:</b> Various duologues from various films and plays</p> <p><b>Assessment task:</b></p> <ul style="list-style-type: none"><li>• Test on the elements of drama.</li><li>• Scripted duologues implementing the elements of drama and stage combat.</li><li>• Written and peer self-assessment on scripted presentations.</li></ul> <p><b>Key Websites to support Learning:</b> YouTube BBC Bitesize</p>	<p><b><u>Half Term 1</u></b></p> <p><b>Unit Title: Devising Drama</b></p> <p><b>Key Learning:</b> Students will further develop their mock devised performance, adjusting their performance with accordance with the feedback given (20 marks). The students will be guided on how to create a successful portfolio (40 marks).</p> <p><b>Key Vocabulary:</b> Stimulus, Devising, Stagecraft, production design</p> <p><b>Text:</b> A Historic event, instrumental music, news article, painting, person/people, photograph, poem, prose, sculpture or song.</p> <p><b>Assessment Task:</b></p> <ul style="list-style-type: none"><li>• Mock component 1 Devising Drama. The piece will be filmed and family will be invited to watch.</li></ul> <p><b>Key Websites to Support Learning:</b> BBC Bitesize You Tube National Theatre</p>	<p><b><u>Half Term 1:</u></b></p> <p><b>Unit Title: Blood Brothers</b></p> <p><b>Key Learning:</b> The students will be prepared for the exam section of their course, component 3 Performance and response (40% of the GCSE). We will study Blood Brothers by Willy Russel, exploring its historical context, stage craft, characters and themes. The questions will focus on the process of preparing a performance, as well as the performance itself.</p> <p><b>Key Vocabulary:</b> Characterisation, staging, music, Act, scene, chronological</p> <p><b>Text:</b> Blood Brothers by Willy Russell.</p> <p><b>Assessment Task:</b></p> <ul style="list-style-type: none"><li>• Mock exam section A (50 marks)</li><li>• The students will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject specific terminology as well as their use of extended response.</li></ul> <p><b>Key Websites to Support Learning:</b> YouTube BBC Bitesize National Theatre</p>

		Spark Notes
<p><b><u>Half Term 2</u></b></p> <p><b>Unit title: Theatre Practitioners and movements.</b></p> <p><b>Key Learning:</b> Students will study a variety of theatre practitioners and movements. The students will experiment and learn how leading practitioners of the past and present create theatre. They will then start to create pieces from the stimuli, implementing some of the techniques explored throughout the workshop.</p> <p><b>Key Vocabulary:</b> Representational, presentational, Epic Theatre, Theatre of Cruelty, theatre of the absurd, naturalism, realism, Meyerhold, Poor Theatre.</p> <p><b>Practitioners:</b> Stella Adler, Antonin Artaud, Bertolt Brecht, Konstantin Stanislavski, Emilie Zola</p> <p><b>Assessment Tasks:</b></p> <ul style="list-style-type: none"> <li>• Create a 4 to 6-minute devised play based on a given stimulus. Students to implement some of the techniques explored in class.</li> <li>• Portfolio of ideas and developed script.</li> </ul> <p><b>Key Websites to Support Learning:</b> BBC Bitesize National Theatre You Tube</p>	<p><b><u>Half Term 2:</u></b></p> <p><b>Unit Title: Presenting and Performing</b></p> <p><b>Key Learning:</b> Students will study a theatrical text, exploring its key themes, characters and stage business. The students will learn how to write a concept pro forma describing their intentions and preparations for their practical assessment task. Students will also learn about the roles of productions and how to consider props, set design, costumes and lighting using the principles of design.</p> <p><b>Key Vocabulary:</b> Stage directions, actions, dialogue, beat, setting, props, costume, dramaturge, director, scenographer, lighting, sound, theatre in the round, proscenium arch, traverse, promenade</p> <p><b>Texts:</b> Things I Know to Be True is a theatre production produced by State Theatre Company South Australia and Frantic Assembly, directed by Geordie Brookman and Scott Graham. It was written by Andrew Bovell and features the music of Nils Frahm.</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students will be assessed on their concept pro forma (20 marks).</li> <li>• 6 to 7 weeks Presenting and Performing Texts.</li> </ul>	<p><b><u>Half Term 2:</u></b></p> <p><b>Unit Title: Responding to a Live Performance</b></p> <p><b>Key Learning:</b> The students will prepare for section B of their mock exam which asks the students to analyse and evaluate a performance they have seen. Students will have seen a selection of live performance throughout the course as well as watching recorded performances in class via the National Theatre Website.</p> <p><b>Key Vocabulary:</b> Review, evaluate, justify, narrative, plot, genre, style, symbolic, abstract, conclusion, naturalistic</p> <p><b>Texts:</b> How to Write About Theatre, A Manual for Students, Critics and Bloggers by Mark Fisher</p> <p><b>Assessment Task:</b></p> <ul style="list-style-type: none"> <li>• Mock exam questions section B (30 marks). Review a live performance.</li> </ul> <p><b>Key Websites for learning:</b> BBC Bitesize National Theatre YouTube</p>

	<ul style="list-style-type: none"> <li>The students will perform two extracts from the play, one must be a group piece. For the other piece, the students will be encouraged to do a monologue. Mock component 2 Presenting and performing texts (40 marks). The piece will be filmed and family will be invited to watch.</li> </ul> <p><b>Key websites to support learning:</b> Frantic Assembly BBC Bitesize YouTube</p>	
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## Year 10 Drama -Key Stage 4

Autumn Term	Spring Term	Summer Term
<p><b><u>Half Term 1:</u></b></p> <p><b>Unit Title: Epic Theatre</b></p> <p><b>Key Learning:</b> The focus for this term's unit is presentational theatre. Students will apply and develop an understanding of presentational style theatre and its acting style techniques. They will explore a variety of practitioners, focusing particularly on</p>	<p><b><u>Half Term 1:</u></b></p> <p><b>Unit Title: Commedia Dell'Arte</b></p> <p><b>Key Learning:</b> Students will be learning about the 16th century Italian theatrical form, Commedia Dell'Arte. The students will learn about its origin, key characters and how to move within a mask. The students will be developing their</p>	<p><b><u>Half Term 1:</u></b></p> <p><b>Unit Title: Devising Drama</b></p> <p><b>Key Learning:</b> Students will continue to develop their devised dramas. Students will need to start creating a portfolio to support the creation of their devised piece. The portfolio should be structured in three</p>

Brecht and the Epic Theatre. They will explore the differences between presentational and representational theatre, develop voice/movement preparation techniques for all selected drama forms and develop a further understanding of the elements of drama.

**Key Vocabulary:**

Spass, Gestus, Montage, narration, alienation technique, place cards, narration, split role, multiple roles.

**Practitioners:**

Bertolt Brecht, Antonin Artaud

**Assessment Task:**

- Questionnaire/Test on Epic Theatre, Brecht and his techniques

**Key Websites to Support Learning:**

BBC Bitesize  
The Drama Teacher  
You Tube

physicality and improvisation skills. Learning to use movement and body language to convey a characters emotions and intentions, over facial expressions. Students will develop an understanding of stock characters and how they are still represented in the world today.

**Key Vocabulary:**

Battachio, Improvisation, Innamorati Intermezzo , Irony, Mask, zanni, scenario, stock characters

**Texts:**

The Venetian Twins play by Carlo Goldoni, Musical by written by Nick Enright

**Assessment Task:**

- In pairs create a 1 to 2 minute improvisation as a commedia dell arte character based off a given Lazzi.
- Character profile on your commedia dell arte character.
- Written reflection on own performance and that of their peers

**Key Websites to Support Learning:**

Clips of the Simpsons characters  
BBC Bitesize  
National Theatre  
Italy Masks

sections. Section 1 – research and initial ideas. Section 2 – creating and developing drama including analysing and evaluating the work in progress. Students will also participate in a series of workshops that teach the students the production roles and their definitions.

**Key Vocabulary:**

Stage directions, actions, beat, setting, props, costume, dramaturge, director, scenographer, lighting, sound, theatre in the round, proscenium arch, traverse, promenade

**Texts:**

Devising Theatre: A Practical and Theoretical Handbook (1996) Alison Oddey

**Assessment Task:**

- Presenting of portfolios of developed ideas and developing script for feedback and reflection

**Key Websites to Support Learning:**

OCR Website  
YouTube  
National Theatre

**Half Term 2:**

**Unit Title: Presentational Drama**

**Key Learning:**

Students will apply their knowledge and understanding of presentational style theatre and its acting style techniques through a devised play. Students will focus on adapting these techniques using political or social issues as their theme, a focus implemented by Brecht. Students will be required to research their role, explore the production roles of drama and adapt their understanding to send a message to their required audience.

**Key Vocabulary:**

Stimulus, Devising, Stagecraft, production design, split scene

**Themes:**

Immigration, war, gay rights, eating disorders

**Assessment Task:**

- In groups, students will collaborate to write, devise and perform an issues based production for their assessment task. Using a political or social issue of their choice. Groups will develop a 4 to 6-minute play utilising at least 3 presentational theatre elements.
- Students will undertake a production role for their devised piece. Choosing a design role (lighting, sound, costume, or set design) they will demonstrate their understanding of the role and undertake research.

**Half Term 2:**

**Unit Title: Devising Drama (Component 1)**

**Key Learning:**

Students will be given their devised stimulus themes for next year. Teacher will allocate groups; students will select a theme and begin developing their ideas for their devised drama. Various workshops on devising and stage combat will be run throughout the unit.

**Key Vocabulary:**

Stimulus, Devising, Stagecraft, production design

**Texts:**

A Historic event, instrumental music, news article, painting, person/people, photograph, poem, prose, sculpture or song.

**Assessment Task:**

- Essay on chosen stimulus, key facts and research, what does this theme mean to you.

**Key Websites to Support Learning:**

OCR Website  
BBC Bitesize  
YouTube

**Half Term 2:**

**Unit Title: Devising Drama**

**Key Learning:**

Students will continue to develop their devised dramas. Students will present to the class their developed ideas as a part of a mock exam.

**Key Vocabulary:**

Language, Symbolism, Time, Focus, Dramatic Tension, Character, Place and Space, Movement and Mood and atmosphere.

**Texts:**

The Frantic Assembly Book of Devising Theatre Paperback – 15 Jul 2014  
by Scott Graham

**Assessment Task:**

- Mini mock of devised piece, feedback and reflection.

**Key Websites to Support Learning:**

OCR Website  
BBC Bitesize  
YouTube  
National Theatre

**Key Websites to Support Learning:**

BBC Bitesize

The Drama Teacher

You Tube

## Year 11 Drama -Key Stage 4

Autumn Term	Spring Term	Summer Term
<p><b><u>Half Term 1:</u></b></p> <p><b>Unit Title: Introduction to the Unit</b></p> <p><b>Key Learning:</b> Students will build up their acting skills in several key areas (Voice, movement, facial expressions, genre and response). The students will also learn how to write about these skills in reference to themselves and others. The students will begin their component 1 devised performance. Students will begin their developed ideas from their chosen stimulus.</p> <p><b>Key Vocabulary:</b> Stimulus, Devising, Stagecraft, production design, split scene</p> <p><b>Texts:</b> The Frantic Assembly Book of Devising Theatre Paperback – 15 Jul 2014 by Scott Graham</p> <p><b>Assessment Task:</b></p> <ul style="list-style-type: none"> <li>Section B GCSE exam question. The students will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject specific terminology as well as their use of extended response.</li> </ul>	<p><b><u>Half Term 1:</u></b></p> <p><b>Unit Title: Presenting and performing texts.</b></p> <p><b>Key Learning:</b> The students will write a concept pro forma describing their intentions and preparations for exam component 2.</p> <p><b>Key Vocabulary:</b></p> <p><b>Texts:</b></p> <p><b>Assessment Task:</b></p> <ul style="list-style-type: none"> <li>Students will be assessed on their concept pro forma (20 marks).</li> </ul> <p><b>Key Websites to Support Learning:</b></p>	<p><b><u>Half Term 1</u></b></p> <p><b>Unit title: Blood Brothers</b></p> <p><b>Key Learning:</b> The students will be prepared for the exam section of their course, component 3, performance and response (40% of the GCSE). They will do workshops on Willy Russell's Blood Brothers and well as practising exam style questions.</p> <p><b>Key Vocabulary:</b> Characterisation, staging, music, Act, scene, chronological</p> <p><b>Text:</b> Blood Brothers by Willy Russell.</p> <p><b>Assessment Task:</b></p> <ul style="list-style-type: none"> <li>Mock exam questions. Section A (50 marks).</li> <li>Mock exam questions section Section B (30 marks).</li> </ul> <p><b>Key Websites to support learning:</b> YouTube BBC Bitesize National Theatre Spark Notes</p>

**Half Term 2:**

**Unit Title: Devising Drama**

**Key Learning:**

Learners must create a portfolio to support the creation of their devised piece. The portfolio should be structured in three sections. Section 1 – research and initial ideas. Section 2 – creating and developing drama including analysing and evaluating the work in progress. Section 3 – an evaluation of their final piece of devised drama.

**Key Vocabulary:**

Stimulus, Devising, Stagecraft, production design, split scene

**Texts/Resources:**

Historic event, instrumental music, news article, painting, person/people, photograph, poem, prose, sculpture or song

**Assessment Task:**

- Portfolios will be assessed.
- Component 1 practical exam internally assessed.

**Key Websites to Support Learning:**

BBC Bitesize  
The Drama Teacher  
You Tube

**Half Term 2:**

**Unit Title: Presenting and Performing**

**Key Learning:**

The students will be studying a text as a class, studying its historical context, key themes and characters. Students will then perform two extracts from the text; one must be a group piece. For the other piece, the students will be encouraged to do a monologue.

**Key Vocabulary:**

Stage directions, actions, dialogue, beat, setting, props, costume, dramaturge, director, scenographer, lighting, sound, theatre in the round, proscenium arch, traverse, promenade

**Texts:**

**Assessments:**

- Component 2 Presenting and performing texts (40 marks). Marked by a visiting examiner. The piece will be filmed and family will be invited to watch

**Key websites to support learning:**

BBC Bitesize  
YouTube  
National Theatre

**Half Term 2:**

**Unit Title: Reviewing Live Theatre**

**Key Learning:**

The students will prepare for their exam which asks the students to analyse and evaluate a performance they have seen. We will go to see a selection of live performances throughout the course as well as watching recorded performances in class. The students will be primarily assessed on their ability to analyse and evaluate. They will also be tested on theatrical knowledge and use of subject specific terminology as well as their use of extended response.

**Key Vocabulary:**

Review, evaluate, justify, narrative, plot, genre, style, symbolic, abstract, conclusion, naturalistic

**Texts:**

How to Write About Theatre, A Manual for Students, Critics and Bloggers by Mark Fisher

**Assessment Task:**

- Mock exam questions section B (30 marks). Review a live performance.

**Key Websites for learning:**

BBC Bitesize  
National Theatre  
YouTube

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