

Long-term planning for Drama

Assessment: In KS3 students are assessed against the universal criteria of **Bronze**- basic application of skill, **Silver**- secure application of skill and **Gold**- competent application of skill.

YEAR 10- Drama		
	Scheme of Learning 1	Scheme of Learning 2
Unit title:	Component 1: Exploring the Performing arts	Component 2: Developing Skills and Techniques in the Performing Arts
Unit length:	Prep- Term 1 Controlled assessment Term 2 and 3	Controlled assessment Term 1
Key concepts:	<p>Drama styles, stylistic qualities, theme/issue, production elements, form/structure, stimulus, contextual influences, collaboration with other professionals, influences, purpose.</p> <p>Responsibilities: rehearsing, performing, contributing to the creation and development, managing self and others, communication skills, creative skills, such as designing set, costume, props, makeup, lighting or sound.</p> <p>Processes used in development, rehearsal and performance. Production process.</p>	<p>Health and safety, Behaviours and attitudes when working with others, Interpreting existing scripts. Reviewing and recording development of skills, techniques and progress in a logbook or portfolio. Responding to peer feedback, absorbing and applying feedback and corrections. Exploring themes, ideas, styles or genres.</p> <p>Performer reproducing existing performance material such as scripts.</p> <p>Application of performance and physical and vocal skills and techniques</p> <p>Review rehearsal/design processes, Review performance/outcomes</p>
Style:	Everybody Is Talking About Jamie	SCRIPT 1
Outcomes:	<p>A: Students examine live and/or recorded performances to develop their understanding of professional work with reference to influences, outcomes and purpose. Students will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.</p> <p>B: Students will participate in workshops and classes to explore and develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance scenes.</p>	<p>A: Students participate in rehearsals/workshops continuing the development of vocal and physical skills.</p> <p>B: Student apply interpretive skills and techniques in a performance realisation of existing practitioners. (MIAB)</p> <p>C: Students track their progress reflecting on their development of skill.</p>
	<ul style="list-style-type: none"> Ability to investigate how professional performance work is created 	<ul style="list-style-type: none"> Ability to use rehearsal or production/design processes Ability to apply skills and techniques in performance or realisation

End points covered:	<ul style="list-style-type: none"> Ability to demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work. 	<ul style="list-style-type: none"> Ability to review own development and application of performance or design skills.
Key vocabulary	<p>Creative intention, stylistic qualities, physical skills, performance skills, compositional skills:</p> <p>actions, accuracy, body language, characterisation, communication, dynamic range, energy, expression, facial expression, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, spatial awareness, suspension</p> <p>Awareness, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers, musicality, projection, rhythm and stage presence.</p>	<p>Physical skills:</p> <p>actions, accuracy, body language, characterisation, communication, dynamic range, energy, expression, facial expression, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, spatial awareness, suspension</p>
Ambitious curriculum	<p>Everybody Is Talking About Jamie</p> <p>Reviewing a live performance.</p> <p>The idea of finding out who you really are and being true to yourself is an important theme in Everybody's Talking About Jamie. The lead character, Jamie, is on a journey to discover who he is and who he wants to be, despite the adversities of his school mates, teacher and his father.</p>	<p>Study of script DNA.</p> <p>Exploring a script and the playwrights intentions and objectives.</p> <p>A group of teenagers do something bad, really bad, then panic and cover the whole thing up. But when they find that their cover-up unites them and brings harmony to their once fractious lives, where is the incentive to put things right.</p>
Mid-point assessment End of topic Assessment	<p>December</p> <p>Portfolio can include:</p> <ul style="list-style-type: none"> Written report Video of a presentation with accompanying slides An audio podcast recording Blog/Vlog 	<p>May 2022</p> <p>Learning Aim A:</p> <ul style="list-style-type: none"> Regular rehearsal footage showing progress over time, Annotate screen shots of the original repertoire to demonstrate their understanding of what exercises would prepare them to perform these skills and communicate the themes and intentions. <p>Learning Aim B:</p> <ul style="list-style-type: none"> Regularly review strengths and areas for development after each rehearsal (5 minutes short bullet pointed review) End of process review (conclude mini-evaluations - overview of skill development that shows the journey they've been on. <p>Learning Aim C:</p>

- Final written evaluation.

YEAR 11 - Drama		
	Scheme of Learning 1	Scheme of Learning 2
Unit title:	Preparation for Component 3	Component 3 assessment
Unit length:	Term 1	Term 2 and 3
Key concepts:	Target audience, performance space, planning and managing resources, style of work. Structure, skills, creative intention, contribution. Style, influence of selected practitioners, appropriate selection of skills, skills development, rehearsal process. Research skills, interpretative skills, collaborative skills Communicating ideas and intentions effectively to an audience.	
Performance Style:	Exploring more drama practitioners	Student choice. Student Development.
Performance outcomes	Students will understand how to respond to a brief through discussion and practical exploration activities. Starting points will be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus. Students will explore the development of ideas and work effectively as a member of a group. Students will understand the impact of skills and techniques when selecting and developing in response to a brief. Students will communicate ideas through performance and reflect on process and outcome.	
End points covered:	Ability to understand how to respond to a brief, select and develop skills and techniques in response to a brief, apply skills and techniques in a workshop performance in response to a brief, and evaluate the development process and outcome.	
Key vocabulary	Brief, target audience, creative process, stimulus, develop ideas, apply skills and techniques, communicate creative intentions. Improvisation, vocal work, movement techniques, audience involvement.	
Ambitious curriculum	Students will study influential practitioners that will prepare them for level 3 courses. They will be encouraged to develop creative skills using the knowledge and skills developed throughout component 1 and 2, in order to develop their own group piece.	Students will be expected to make independent creative decisions and contributions. This component will enable students to develop transferable skills, such as communication and teamwork, which will help you to progress to further study.
Mid-point Assessment End of Topic Assessment	<ul style="list-style-type: none"> • Mock in December for all activities of component 3. 	<ul style="list-style-type: none"> • Exam in April/May.

