

Drama Department - Year 10 Long Term Curriculum Map 2022/2023

Term	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a/3b
Topic/ Subject Content	Developing acting skills and practitioner ideals	Script work – Monsters, Road and other extracts	Performing a play – (Monsters by Nikolas Radstrom)	Theatre in Education (Linked to the RSL External performance course)	Changes (Practice of External assessment from RSL exam board)
Assessment Objectives	<ol style="list-style-type: none"> Be able to demonstrate acting skills for a live performance Be able to reflect on their performance 	<ol style="list-style-type: none"> Understand how to interpret an analyze text Perform dialogue from modern and classic texts Be able to evaluate their performance 	<ol style="list-style-type: none"> Understand how to interpret an analyze text Perform dialogue from modern and classic texts Be able to evaluate their performance 	<ol style="list-style-type: none"> Be able to plan for a live performance Be able to demonstrate acting skills for a live performance Be able to reflect on their performance 	<ol style="list-style-type: none"> Be able to plan for a live performance Be able to demonstrate acting skills for a live performance Be able to reflect on their performance
Knowledge	<ul style="list-style-type: none"> To learn about the RSL Drama course and what it requires. To practice and research different performance skills To practice and research different theatre practitioners in more depth Understanding the relationship with other performers Planning a performance with a specific target audience Understanding the health and safety aspects, the equipment needed and possible sound and lighting cues Explore gaining the knowledge of appropriate repertoire, whether used in its original form or adapted creatively or used as a starting point Practise the skills and techniques required for implementation of a successful group performance piece. Evaluation activities such as group discussion will aid the development of ensemble performance skills. 	<ul style="list-style-type: none"> Research the background to the different play extracts and why they were written Explore how the different dramatic techniques used, such as narration, physical theatre etc. to help with the telling of the stories Research, explore and discuss the social and cultural aspects of the plays Watch clips of the plays to understand how to interpret the different scenes and characters Explore how to perform the different roles using status, levels, body language, facial expressions, accents, vocal tone, projection and dynamics Look at how to interpret a script in performance Compare how different scripts and characters need different approaches and direction Direct other members of the group to help them enhance their performance ability Practice how to use dramatic techniques in performance Practice how to show believable relationships in a mature manner Explore more mature and adult themes within scripts and perform them in a believable, appropriate manner 	<ul style="list-style-type: none"> Research the background to the play and why it was written Explore how it is a representation of a true story Research, explore and discuss the cultural aspects of the play Read the script as a class Think about casting and how this process needs to be done in a way that supports the text being performed Watch clips from the play online for pupils to understand how to interpret the script Explore how to perform the different roles using status and levels Look at how to interpret a script in performance Practice how to use dramatic techniques in performance Practice how to show a believable relationship in a mature manner 	<ul style="list-style-type: none"> Creating a pretend professional company to provide a specific performance based around a social issue young people face aimed at a target audience of your choice Research chosen social issue. Key facts, statistics and the effects on young people etc. Watch clips to support research of your chosen subject. Understanding the relationship with other performers Planning a performance with a specific target audience Understanding the health and safety aspects, the equipment needed and possible sound and lighting cues Planning a rehearsal schedule Evaluating skills and performances of their group and others Explore gaining the knowledge of appropriate repertoire, whether used in its original form or adapted creatively or used as a starting point Practise the skills and techniques required for implementation of a successful group performance piece. Evaluation activities such as group discussion will aid the development of ensemble performance skills. Research popular theatre in Education companies to explore how they prepare, practice and facilitate their performances 	<p><u>Practice for Exam in Y11</u></p> <ul style="list-style-type: none"> The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding to the theme given by the exam board. Time allowed 30 hours in total. This includes: 10 hours of preparation time, which is teacher led; 20 hours of controlled assessment time which is to be completed under controlled conditions, it must be recorded as part of task 1. (Will add more time due to it being a practice assessment but parts will be strict to allow the pupils to understand how this assessment is to be completed in Y11) <p><u>Assessment Task</u></p> <ul style="list-style-type: none"> The pupils have been invited to perform in front of industry professionals as part of a showcase. The theme is 'Changes' and must be between 4-10 minutes in length.
Skills	<ul style="list-style-type: none"> Discussion skills Vocal skills through performance Using different dramatic ideals and techniques Physical skills through performance How meaning is communicated through different styles of drama 	<ul style="list-style-type: none"> Discussion skills Vocal skills through performance Using a script in performance Physical skills through performance Learning how to take care of their mental and physical health, especially during practical lessons Being able to put key practitioners ideas and methods into practice 	<ul style="list-style-type: none"> Discussion skills Vocal skills through performance Using a script in performance Physical skills through performance Learning how to take care of their mental and physical health, especially during practical lessons Being able to put key practitioners ideas and methods into practice 	<ul style="list-style-type: none"> Discussion skills Vocal skills through performance Using different dramatic ideals and techniques Physical skills through performance How meaning is communicated through different styles of drama 	<ul style="list-style-type: none"> Discussion skills Vocal skills through performance Using different dramatic ideals and techniques Physical skills through performance How meaning is communicated through different styles of drama

	<ul style="list-style-type: none"> Learning how to take care of their mental and physical health, especially during practical lessons Being able to put key practitioners ideas and methods into practice Being able to shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form Learning to celebrate individual and unique perspectives of drama and the arts as a whole. Being an effective drama student in higher education Allowing the students to develop an appreciation for theatre as an art form and reflection of society 	<ul style="list-style-type: none"> Being able to shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form Learning to celebrate individual and unique perspectives of drama and the arts as a whole. Being an effective drama student in higher education Allowing the students to develop an appreciation for theatre as an art form and reflection of society Preparing students for auditions and interviews. Realising the transferrable skills they have gained which will help them to be successful throughout their higher education and beyond 	<ul style="list-style-type: none"> Being able to shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form Learning to celebrate individual and unique perspectives of drama and the arts as a whole. Being an effective drama student in higher education Allowing the students to develop an appreciation for theatre as an art form and reflection of society Preparing students for auditions and interviews. Realising the transferrable skills they have gained which will help them to be successful throughout their higher education and beyond 	<ul style="list-style-type: none"> Learning how to take care of their mental and physical health, especially during practical lessons Being able to put key practitioners ideas and methods into practice Being able to shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form Learning to celebrate individual and unique perspectives of drama and the arts as a whole. Being an effective drama student in higher education Allowing the students to develop an appreciation for theatre as an art form and reflection of society Preparing students for auditions and interviews. Realising the transferrable skills they have gained which will help them to be successful throughout their higher education and beyond 	<ul style="list-style-type: none"> Learning how to take care of their mental and physical health, especially during practical lessons Being able to put key practitioners ideas and methods into practice Being able to shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form Learning to celebrate individual and unique perspectives of drama and the arts as a whole. Being an effective drama student in higher education Allowing the students to develop an appreciation for theatre as an art form and reflection of society Preparing students for auditions and interviews. Realising the transferrable skills they have gained which will help them to be successful throughout their higher education and beyond
Key Vocabulary	Performance skills, plan, analyse, evaluate, communicate, Health & Safety, vocal skills.	Performance skills, plan, analyse, evaluate, communicate, Health & Safety, vocal skills.	Performance skills, plan, analyse, evaluate, communicate, Health & Safety, vocal skills.	Performance skills, plan, analyse, evaluate, communicate, Health & Safety, vocal skills.	Performance skills, plan, analyse, evaluate, communicate, Health & Safety, vocal skills.
Key Assessment pieces	<ul style="list-style-type: none"> Creating a group performance based on a theme of their choice Evaluating their performance and other groups in the class 	<ul style="list-style-type: none"> Creating a group performance of their chosen scene Evaluating their performance and other groups in the class 	<ul style="list-style-type: none"> Creating a group performance of a chosen section of the play Evaluating their performance as their chosen character 	<ul style="list-style-type: none"> Create a plan for a live performance Create a live performance on your chosen topic aimed at the target audience of your choice Evaluate and reflect on your individual and group performance 	<ul style="list-style-type: none"> Plan for a live performance as a group Creating a group performance based on the theme of 'Change' Evaluating their performance and other groups in the class
Cross Curricular	<ul style="list-style-type: none"> English – Discussion skills, analytical skills, communication skills, speaking and listening skills 	<ul style="list-style-type: none"> English – Discussion skills, analytical skills, communication skills, speaking and listening skills 	<ul style="list-style-type: none"> English – Discussion skills, analytical skills, communication skills, speaking and listening skills 	<ul style="list-style-type: none"> English – Discussion skills, analytical skills, communication skills, speaking and listening skills PSHE – social issues that affect young people (may depend on what theme the pupils choose to perform) 	<ul style="list-style-type: none"> English – Discussion skills, analytical skills, communication skills, speaking and listening skills PSHE – social issues that affect young people (may depend on what theme the pupils choose to perform)
Key Homework pieces	<ol style="list-style-type: none"> Write a pre performance review of how you will perform in drama lessons this year. What are you already good at? What skills do you want to work on? What is your aim for the end of the academic year? Research a practitioner and present your ideas to the class. Write a review of a TV show or film that you have seen focussing on key dramatic techniques used. 	<ol style="list-style-type: none"> Practice scoring a monologue Learn and rehearse a monologue to perform in front of the class Evaluate monologue performance using the key exam criteria as practice 	<ol style="list-style-type: none"> Research your chosen topic to bring back to lesson for the group to use. Create a health and safety and rehearsal plan for your company's performance. Evaluate your performance and your group's performance in detail. What did you do well? How could you improve? (Key technical terms is a must) 	<ol style="list-style-type: none"> Research the writer Malorie Blackman and why she wrote the play. What key themes are being explored and how. Practice scoring your script and chosen character's lines. Learn and rehearse a monologue to perform in front of the class Evaluate monologue performance using the key exam criteria as practice 	<ol style="list-style-type: none"> Research your chosen topic to bring back to lesson for the group to use. Create a health and safety and rehearsal plan for your company's performance. Evaluate your performance and your group's performance in detail. What did you do well? How could you improve? (Key technical terms is a must) Assessment of my drama skills. How have you done overall in drama this year? What have you done well? What do you need to work on? What was your favourite topic and why?
					Summer Project

To choose and memorise AT LEAST ONE modern or classical monologue for the upcoming internal assessment in the Autumn term on Y11