

Subject: Drama	KS4	Ability Mixed
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Term / Date(s)	Year 10	Year 11 HT1/2	Year 11 HT3/4
Topic	Component One	Component Two	Component Three
Topic overview Pupils will learn...	Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.	Students will develop their performing arts skills and techniques through the reproduction of acting and/or musical theatre repertoire as performers or designers.	Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.
Components	<p>Students will examine live and recorded performances in order to develop their understanding of practitioners' work in acting with reference to influences, outcomes and purpose.</p> <p>Students will gain a practical appreciation of practitioners' work in using existing performance material in acting and how they 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>Students will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.</p> <p>Students will apply skills and techniques during the rehearsal and development process to support their development.</p> <p>Students will track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.</p>	<p>Students will participate in discussions of key requirements and parameters for the workshop performance:</p> <ul style="list-style-type: none"> o target audience o performance space o planning and managing resources o running time o style of work. <p>Students will analyse and use different starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus.</p> <p>Students will develop ideas for the work that will be informed by:</p> <ul style="list-style-type: none"> o structure of the work o style and genre of the work o skills required o creative intentions. <p>Students will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief</p> <p>Students will need to demonstrate effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.</p> <p>Students will take part in/contribute towards a performance for an audience.</p> <p>Students will reflect on the process of creating and performing an original piece to a stimulus and brief.</p>
What pupils should already know (prior learning components)	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p>	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p>	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p>

	<ul style="list-style-type: none"> • Talk in front of others • Presentation skills • Adopting a role <p>Taken part in the Year 7 (Oracy skill focus) SOL which highlighted basic drama skills. E.G. Still Image, Facial Expression, Body Language, Volume, Tone, Pace, Pause, Soundscape. These skills should be used throughout the topic in Year 8.</p> <p>Students will have taken part in the Year 8 (Teamwork focus) SOL based around script writing and creating a piece of work from a stimulus. The conventions of Greek theatre and how to create a chorus.</p> <p>Students should be able to use a range of appropriate vocal (pitch, accent, pause, tone, volume) and physical skills (gesture, body language, facial expressions, proxemics, levels, areas of the stage) to communicate character & emotion to an audience of their peers.</p> <p>Students will be able to reflect on their performances and those of others. Commenting directly on communication of ideas, vocal and physical skills and the effectiveness of these within practical work through self and peer evaluation. This then will enable students to be able to critique professional pieces of theatre. This will have been demonstrated both verbally and through written work.</p>	<ul style="list-style-type: none"> • Talk in front of others • Presentation skills • Adopting a role <p>Taken part in the Year 7 (Oracy skill focus) SOL which highlighted basic drama skills. E.G. Still Image, Facial Expression, Body Language, Volume, Tone, Pace, Pause, Soundscape. These skills should be used throughout the topic in Year 8.</p> <p>Students will have taken part in the Year 8 (Teamwork focus) SOL based around script writing and creating a piece of work from a stimulus. The conventions of Greek theatre and how to create a chorus.</p> <p>Students should be able to use a range of appropriate vocal (pitch, accent, pause, tone, volume) and physical skills (gesture, body language, facial expressions, proxemics, levels, areas of the stage) to communicate character & emotion to an audience of their peers.</p> <p>Students will be able to reflect on their performances and those of others. Commenting directly on communication of ideas, vocal and physical skills and the effectiveness of these within practical work through self and peer evaluation. This then will enable students to be able to critique professional pieces of theatre. This will have been demonstrated both verbally and through written work.</p> <p>Students should be able to analyse live theatre and determine a successful performance.</p> <p>Students should be able to differentiate between different theatre practitioners and the techniques they use.</p>	<ul style="list-style-type: none"> • Talk in front of others • Presentation skills • Adopting a role <p>Taken part in the Year 7 (Oracy skill focus) SOL which highlighted basic drama skills. E.G. Still Image, Facial Expression, Body Language, Volume, Tone, Pace, Pause, Soundscape. These skills should be used throughout the topic in Year 8.</p> <p>Students will have taken part in the Year 8 (Teamwork focus) SOL based around script writing and creating a piece of work from a stimulus. The conventions of Greek theatre and how to create a chorus.</p> <p>Students should be able to use a range of appropriate vocal (pitch, accent, pause, tone, volume) and physical skills (gesture, body language, facial expressions, proxemics, levels, areas of the stage) to communicate character & emotion to an audience of their peers.</p> <p>Students will be able to reflect on their performances and those of others. Commenting directly on communication of ideas, vocal and physical skills and the effectiveness of these within practical work through self and peer evaluation. This then will enable students to be able to critique professional pieces of theatre. This will have been demonstrated both verbally and through written work.</p> <p>Students should be able to analyse live theatre and determine a successful performance.</p> <p>Students should be able to differentiate between different theatre practitioners and the techniques they use.</p> <p>Students should be able to create pieces of theatre from a given stimulus.</p> <p>Students should be able to pick relevant practitioner and skills to help influence their piece.</p>
Transferrable knowledge (skills)	<p>Reproducing repertoire or responding to stimuli in a creative environment.</p> <p>The development of ideas, rehearsal and performances within a group setting.</p> <p>Personal management (being able to keep to coursework deadlines) and use effective forms of communication for a common goal.</p>	<p>Reproducing repertoire.</p> <p>The development of ideas, rehearsal and performances within a group setting.</p> <p>Personal management (being able to keep to coursework deadlines) and use effective forms of communication for a common goal.</p> <p>Setting individual targets and goals in order to enhance their performance ability.</p> <p>Other performance and interpretative skills relevant to the performance discipline such as: awareness of the performance space and audience, interaction with and response to other performers, focus, energy and commitment, handling and use of props, set, costume, makeup and masks, emphasis, projection, use of space, facial expression, rhythm and timing, stage presence, energy.</p>	<p>Skills may include:</p> <ul style="list-style-type: none"> o vocal skills o physical skills o design skills o interpretative skills: showing time and place, presenting a character, creating humour or emotion. • If performing, demonstrating and sustaining in performance the following skills: <ul style="list-style-type: none"> o energy o focus o concentration o commitment. • If designing: during the presentation, demonstrating the following skills were used during the development process: <ul style="list-style-type: none"> o Research skills o Interpretative skills o Collaborative skills (with performers/other designers)

			<p>Ability to communicate ideas through non-verbal media (diagrams, model boxes etc.)</p> <p>Planning and using their time wisely and effectively.</p>
Key vocabulary pupils will know and learn	<p>classical, comedy, <i>commedia dell'arte</i>, epic, melodrama, naturalism, symbolism, verbatim, theme/issue, production elements, form/structure/narrative, stimulus, style/genre, contextual influences, practitioners, choreographer, director, writer, designer, devising, designing, choreographing, directing, writing, artistic director, casting director, musical director, songwriter.</p>	<p>Physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, energy, expression, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, trust, use of breath, use of weight.</p> <p>Vocal and musical skills relevant to the performance discipline such as: clarity and articulation, projection, breath control, remembering lines, pitch, inflection tone and vocal colour, phrasing, pace, use of pause rhythm, timing, projection and placing of the voice, characterisation, expression.</p>	<p>Physical skills relevant to the performance discipline such as: actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, energy, expression, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, trust, use of breath, use of weight.</p> <p>Vocal and musical skills relevant to the performance discipline such as: clarity and articulation, projection, breath control, remembering lines, pitch, inflection tone and vocal colour, phrasing, pace, use of pause rhythm, timing, projection and placing of the voice, characterisation, expression.</p> <p>Practitioner, stimulus, strengths, areas of improvement, focus, concentration.</p>
Assessment activities	<p>Recap and Recall activities as Do Now Tasks</p> <p>Mock Assessment write up of Component One.</p> <p>Controlled Assessment write up of Component One Learning Aim A & B</p>	<p>Recap and Recall activities as Do Now Tasks</p> <p>Workshop performances and evaluations throughout the component.</p> <p>Log books completed and performances recorded.</p>	<p>Structured Mini Mock activity.</p> <p>Workshop performances and evaluations throughout the component.</p> <p>Three external written assessments completed throughout the course (Ideas Log, Skills Log & Evaluation Log).</p> <p>One Workshop performance recording.</p>
Resources available	<p>BTEC Specification Component One SOL PowerPoints Online Videos of the three works Script extracts of the pieces Drama Classroom/Hall</p>	<p>BTEC Specification Component Two SOL PowerPoints Warm up Exercises to follow online Script extracts of the pieces Drama Classroom/Hall</p>	<p>BTEC Specification Component Three SOL PowerPoints Time planning Sheets Drama Classroom/Hall</p>
Notes Why this topic is important...	<p>This component gives students an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. They will develop transferable skills, such as research and communication, which will support their progression to Level 2 or 3 vocational or academic qualifications.</p>	<p>This component allows students to develop performance or design skills and techniques will enable them to consider their aptitude and enjoyment for performing arts, helping them to make informed decisions about what they wish to study in the future.</p> <p>This component will help students to progress to Level 3 qualifications in performing arts, where skills and techniques are looked at in more detail.</p> <p>Alternatively, students may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will enable students to feel more confident in a wide range of courses.</p>	<p>This component allows students to use skills learned from previous areas of the course and develop their own piece. Students will draw from different practitioners and concepts and work cohesively as a group. This enables students to understand how a theatre company would work when creating original ideas for pieces of theatre.</p>