

On – Line Programme of Learning for Drama - Year 10

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd term) and Summer (1st term)	Summer (2nd term)
From: Sept to Nov	From: Nov to Dec	From: Jan to March	From: April to June	From: July
<p>Topic/Key Questions C2: Text in Performance preparation - Too Much Punch for Judy</p> <p>Learning Outcomes: Learn how to explore and bring to life a script using a variety of rehearsal and performance techniques</p>	<p>Topic/Key Questions C3: An Inspector Calls (written exam preparation)</p> <p>Learning Outcomes: The themes, characters and social, historical and political context of An Inspector Calls, e.g. why the play was written. Key extracts from the play and why are they key to the plot and character development The nature of the exam questions and what each question is asking them</p>	<p>Topic/Key Questions C1: Practitioners C3: Live Review / Inspector Calls interleaved</p> <p>Learning Outcomes: C1: Learn about different theatre styles to inform Devising unit C3: Interleaving of An Inspector Calls work to develop knowledge. C3: How to watch and evaluate a live performance What design elements to analyse and evaluate What performance skills to analyse and evaluate to demonstrate character How to answer questions analysing and evaluating the performance</p>	<p>Topic/Key Questions C1: Devising from a stimulus (40% of their final GCSE grade) C3: Live Review / Inspector Calls interleaved</p> <p>Learning Outcomes: How to research effectively for a devised piece e.g. finding facts and figures, personal stories How to apply strategies learnt in the practitioner scheme How to work together in a team for an extended period How to embed lighting, sound and other design elements into a performance to build atmosphere How to achieve highly in the written portfolio</p>	<p>Topic/Key Questions C2: Text in Performance preparation – exploring monologues and duologues</p> <p>C3: An Inspector Calls (1 lesson/3 per fortnight)</p> <p>Learning Outcomes: Experiment with different scripts to explore different characters and performance options</p> <p>Recall and retain key information for the written exam component</p>
<p>Skills (students should be able to do): Read and interpret a script Understand and perform key characters Annotate a script Learn lines Know how to effectively stage a script in performance</p>	<p>Skills (students should be able to do): Understand the exam questions and mark scheme Work to appropriate timings for exam questions Apply knowledge learned to exam practice</p>	<p>Skills (students should be able to do): Apply knowledge of key practitioners to practical work Work well in different groups or in pairs/alone Understand how different practitioners work can influence their own devised work</p>	<p>Skills (students should be able to do): Interpret a stimulus and develop ideas from this Embed research into performance Create and perform effective characters Apply physical and vocal skills to develop the piece Log rehearsal work completed to support the portfolio writing</p>	<p>Skills (students should be able to do): Read and interpret a script Understand and perform key characters Annotate a script Learn lines Know how to effectively stage a script in performance</p>

<p>End of term 1 assessment to cover: Performance of a monologue or duologue from the text and written reflection on successes and improvements</p>	<p>End of term 1 assessment to cover: Practical assessment for the acting skills for Inspector Calls Written exam questions</p>	<p>End of term assessment to cover: No assessment - this is pure preparation for C1</p>	<p>End of term assessment to cover: Internal formal assessment of the practical performance in June and after submission, the marking of their 2000 word written portfolio</p>	<p>End of term assessment to cover: Full mock exam paper for Inspector Calls</p>
<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Following the exam results, we wanted to ensure students have a solid opportunity to learn how to explore a text, and although this is done in Years 7-9 also, this allows it to be done in more depth. This is a very powerful script dealing with issues around drink driving. It explores a real life story and takes lines from interviews with the people involved (Verbatim Theatre). It is a script that allows students to use a wide range of skills and also learn more about the impact of decisions they may be faced with when they are slightly older; i.e. whether to drive a car when drunk. Starting the year with this unit, in a practical way, allows us to explore the structure of a text, before moving on to the written unit and exploring a text in more detail, and then developing the Devised work for their actual GCSE exam – they can see from both units</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>We give students an opportunity to start exploring the text they will ultimately sit their exam in Year 11 on by beginning this in Year 10 through block teaching, then interleaving where appropriate throughout the next term until we then see a live show and undertake final revision activities for the end of year exam. This allows us to begin exploring characters, themes and context and building up some of the key knowledge required. We can then set exam questions on certain extracts and revision activities throughout the term where necessary to aid retention and recall.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>We have introduced this following an inspiring workshop experience with Go Live theatre projects, who we worked with to deliver a series of workshops from a professional actor to explore character motivations, different practitioner influences and how they can apply this to their own devised work. The students included a range of strategies within their devised work as a result, therefore we felt it was important to build on this. The lessons focus on the methodologies of different practitioners, and students develop their understanding through practical, devised exploration. This will give them full preparation to begin the Devising component in earnest next term. During this term too, students will be seeing a show as part of their involvement at the National Theatre’s student conference, and will be able to use techniques learnt in</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>We complete this component in Spring as it allows the students to complete their portfolios before the summer holidays. When we have done this later on, it has been more difficult for the students to recall what they did in their rehearsals as easily. This also allows time for early C2 preparation before the summer holidays, and to give the students scripts to read over the summer as further preparation. Every lesson there are practical tasks to encourage students to include as many key drama strategies as possible and develop their understanding of how they are creating the work, to aid their portfolios. They will perform to some year 9 students who will then see what they need to aim for when they take part in the course, and it gives the Year 10 students an opportunity for feedback which they can use in their writing. They complete a draft of Q1-4 of the portfolio through the course of the term, then their work is recorded and shared with them to aid their reflection and initial writing of Q5&6. This allows for the students to have feedback early into Summer 2, and act on that feedback through summer holidays.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>With the time we have left following completion of portfolios before the summer holidays, so we can mark and feedback and improvements can be done over summer, we will begin to expose students to the C2 scripts on offer for them for the following year, so they can begin thinking about the kinds of genres and styles they wish to perform, and experiment with these. It allows students more time to read the full script they may choose as well, and familiarise themselves more closely with the script.</p>

<p>what makes an effective piece of performance.</p>		<p>the workshop in their own work.</p>		
<p>Calendared Centrally Planned Extended Home – Learning Tasks: Line learning Reflection on performances</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks Attempting additional exam questions Learning script extracts to help aid physicality when performing Acting on feedback to improve work</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks Research on the different practitioners Reflections on the work created</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks Writing notes in devising booklets to aid student recall of the tasks and progress made Completion of the 2000 word portfolio</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks Exam questions Research about the play and context</p>
<p>Reading / literacy / Oracy: Reading scripts both alone and out loud to the class Performing scripts considering tone of voice, projection etc Reading to research practitioners Writing evaluations and script extracts Using key drama terminology Annotating scripts Interpreting design elements/visuals</p>				
<p>Numeracy: Page numbers Numbers in a group Spatial awareness Considering the design concept – intensity of light, volume, set perspectives Adhering to word counts Timings for exam questions</p>				
<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): This year group have been offered places at the National Theatre student conference, in which they will explore devising techniques with Gecko theatre company and watch their performance, with a live Q&A after the show. Looking at texts from a director, designer and performer’s perspective and working as these within lessons to gain experience and understanding Involvement in performance or design for the school musical/drama club</p>				