

SUBJECT: Drama Year 10					
LONG TERM PLAN	No of lesson	Acquired knowledge	Acquired Skills	AP Assessment – What have they learnt and remembered?	Extra- curricular links: <div> <div>School values</div> <div>CEIAG</div> <div>Trips</div> <div>Links to local context</div> <div>Working across subjects</div> <div>SMSC - see bottom for codes</div> </div>
		NS= New skill	DS= Developing skills	NAK= Newly acquired knowledge	PL= Previous learning
Year 10 Term 1	3	<b>Give</b> <b>PL</b> Generate ideas from a stimulus <b>NAK</b> Selecting and developing ideas for a performance <b>PL</b> Styles and forms of drama <b>NAK</b> Applying style & form to the creation of devised work <b>PL</b> Performance skills, Dramatic Techniques, Mediums, Elements <b>PL</b> Devised characters and dialogue	<b>NS Select and develop ideas</b> Exploration of Primary & Secondary research, case studies, themes through use of Explorative strategies <b>NS Use of style &amp; Form</b> – Communication of Meaning, interpretation, themes, audience awareness using various styles and forms <b>DS</b> Working together as a group	<b>Original Devised workshop performances</b> Performance of ideas and response to stimulus <b>Baseline assessment of skills</b> <i>Assessed on response to stimulus and ideas of others, working positively as a group and performance skills</i> BTEC C3 A01,A02, A03, A04 - acting & designing)	Working in groups, problem solving, resilience in creating original work. <b>PHSE</b> - Homelessness, Attitudes <b>Literacy</b> - Creating dialogue, characters Creating original performance work Negotiating and communicating with others Links to own local context - community <b>SMSC</b> - Potential to cover all depending on content of work
Year 10 Term 1.1 & 1.2 LAA LAB	Prac - 18  Theo 9/10	<b>C 1 – Exploring the PA</b> <b>NAK Physical Theatre/Frantic Assembly</b> <i>'Learners will develop their understanding of the performing arts by examining practitioners work and the processes used to create performance.'</i> <b>NAK A</b> Examine professional practitioners' performance work	<b>DS Physical Theatre</b> - Physical, Space, Movement, Character, Non-verbal, Use of body, Use of sound, physicalising text Curious, Lovesong & Things I know <b>NS Practitioner - Frantic Assembly</b> building blocks for devising – Chair duets, round by through, hymn	<b>C1 Evidence portfolio</b> Exploration of the creative methods of Verbatim practically and theoretically evidenced through theoretical document of presentation. <b>Practical - Workshop</b> performances of Naturalism activities and performance	Team Players, Hard working & Resilient Respectful <b>English</b> –Published texts, Language <b>PSHE</b> – LGBTQ+ (Things I know), Managing emotions, Family values, Death (Lovesong) <b>History</b> - Past & Present Frantic Assembly delivered workshop

		<p><b>PL B</b> Explore the interrelationships between constituent features of existing performance material.</p>	<p>hands, playing with space, flight paths, ties, images &amp; transitions</p> <p><b>NS Professional work - Love Song/Things i know to be true</b> - Text and physicality, Monologues</p> <p>Lighting, sound, set, directing</p> <p>Creative intention, Purpose, themes</p>	<p><b>Theoretical - Completion of Infodoc on Physical Theatre</b></p> <p><b>BTEC C1 COMPLETION</b></p> <p><b>C1 Completed in full at this stage</b></p>	<p>Exploring Roles in the industry - Director, Light/Sound designer, Movement coordinator, Taking on role of Director (HLA)</p> <p>Trip to Frantic Assembly performance (Most recent or Curious Incident)</p> <p><b>SMSC</b> - SP-all M- all SO- all C-3,4 BV all</p>
<p>Year 10</p> <p>Term 2.1 &amp; 2.2</p> <p>C1 LAA LAB</p>	<p>Prac - 18</p> <p>Theo 9/10</p>	<p><b>C 1 – Exploring the PA - NAK Verbatim/Paper Birds</b></p> <p><i>'Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.'</i></p> <p><b>NAK A</b> Examine professional practitioners' performance work</p> <p><b>NAK</b> Explore the interrelationships between constituent features of existing performance material.</p>	<p><b>NS Style Verbatim</b> – Voice, Movement, Imitation, interpretation, naturalism, non-naturalism, devising, rehearsal techniques</p> <p><b>NS Practitioner - Paper Birds</b></p> <p>Recorded Delivery, Community Interviews, Documentary style, Creative intention</p> <p><b>NS Professional work - Thirsty</b> - Vocal performance, Naturalistic acting, Directing, Sound, Set</p>	<p><b>C1 Evidence portfolio</b></p> <p>Exploration of the creative methods of Verbatim practically and theoretically evidenced through theoretical documents of presentation.</p> <p><b>Practical - Workshop performances of Verbatim activities and performance</b></p> <p><b>Theoretical - Completion of Infodoc on Verbatim</b></p> <p><b>BTEC C1 COMPLETION</b></p>	<p>Team Players, Hard working &amp; Resilient Respectful</p> <p><b>English</b> –Published texts, Language</p> <p><b>PHSE</b> – Right &amp; Wrong, Law, Social impact</p> <p><b>History</b> - Historical events</p> <p><b>Dance</b> - Physical Movement</p> <p>Exploring Roles in the industry - Director, Light/Sound designer, documentor</p> <p>Taking on role of Director (HLA)</p> <p>Words and views of local community, dialogue creates form local newspapers</p> <p>Work created from local events</p> <p><b>SMSC</b> - SP-all M- all SO- all C-all BVall</p>
<p>Year 10</p> <p>Term 3.1 &amp; 3.2</p> <p>LAA LAB</p>	<p>Prac - 13</p> <p>Theo 7</p>	<p><b>C 1 – Exploring the PA NAK Naturalism/Stanslavski</b></p> <p><i>'Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.'</i></p> <p><b>NAK A</b> Examine professional practitioners' performance work</p> <p><b>NAK B</b> Explore the interrelationships between constituent features of existing performance material.</p>	<p><b>DS Naturalism</b> - Realistic performance, believable acting/reacting, 4th wall, evoke emotions</p> <p><b>NS Practitioner - Stanislavski</b></p> <p>Stanislavski system, Given Circumstances, Magic if, Units &amp; Objectives, Super objective, Imagination, Before time. Motivation, Subtext,</p> <p><b>NS Professional work - Beautiful Thing</b> - Real time and place, set,</p>	<p><b>C1 Evidence portfolio</b></p> <p>Exploration of the creative methods of Verbatim practically and theoretically evidenced through theoretical document of presentation.</p> <p><b>Practical - Workshop performances of Naturalism activities and performance</b></p> <p><b>Theoretical - Completion of Infodoc on Naturalism</b></p> <p><b>BTEC C1 COMPLETION</b></p>	<p>Team Players, Hard working &amp; Resilient Respectful</p> <p><b>English</b> –Published texts, Language</p> <p><b>PSHE</b> – Social Care (Tusk Tusk text), Managing emotions. Sexulaity, domestic abuse</p> <p><b>History</b> - SHC Impact</p> <p><b>Geography</b> - Class culture</p> <p>Exploring Roles in the industry - Director, Light/Sound designer, Set/Props Taking on role of Director (HLA)</p> <p><b>SMSC</b> - SP-all M- all SO- all C-3,4 BV all</p>

			directing , Creative intention, Purpose, themes	<b>C1 Completed in full at this stage</b>	
Year 10 Term 3.2  C2 LAA LAC	10	<p><b>PL C 2 – Exploring the PA</b> ‘Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.’</p> <p><b>A</b> Develop skills and techniques for performance</p> <p><b>C</b> Review own development and contribution to the performance</p>	<p><b>DS Performance skills</b> – Voice, Movement, physicality, character, mediums of drama, conveying to audience, style/practitioner specific to chosen text.</p> <p><b>NS Log book</b> – Reflection, Target setting, evaluation, research</p>	<p><b>C2 Workshop Evidence</b> Continuous assessment of skills in development, specifically Vocal and movement skills. Vocal warm up delivery, Vocal performance of ‘Jabberwocky’, Character Movement monologue performance.</p> <p>This will be supported with information in their logbooks, documenting their knowledge, understanding and progress.</p>	<p>Working in groups, problem solving, resilience in creating original work.</p> <p><b>PHSE</b>- Relevant themes and issues</p> <p><b>English</b> - Published Texts</p> <p><b>History</b> - Social, Historical, Cultural impact</p> <p><b>Music</b> – Use of music in work, Music to create mood.</p> <p><b>Dance</b> – Physical Theatre style, Movement to create meaning</p> <p><b>Trips</b> – Theatre trips to professional work <i>other links may be specific to chosen texts</i></p> <p>Director, Designer, working to a deadline, Creation of Actors Log, Workshops</p> <p><b>SMSC</b> - Potential to cover all depending on content of work/Text</p>
Year 10 Term 3.2  Mock C3 A01 A02 A03 A04	27	<p><b>NAK C3 Responding to a Brief -MOCK</b> ‘Learners will be given the opportunity to work as part of a group to contribute to a workshop performance in response to a given brief and stimulus’</p> <p><b>NAK AO1</b> Understand how to respond to a brief</p> <p><b>PL AO2</b> Select and develop skills and techniques in response to a brief</p> <p><b>PL AO3</b> Apply skills and techniques in a workshop performance in response to a brief</p> <p><b>NAK A04</b> Evaluate the development process and outcome in response to a brief</p>	<p><b>DS Devising</b> – Working with Stimulus, Building blocks to create work, fine-tuning, select and delete, structure, form, style, experimentation</p> <p><b>NS Respond to Brief</b> - creating work for Target audience, Written proposal, research, exploration of themes/topics/needs</p> <p><b>DS Develop Ideas</b> Explorative strategies, Communication, Co-operation, Research, Building blocks</p> <p><b>DS Performance skills -</b> <b>DS Dramatic Techniques</b> <b>DS Evaluating development</b></p>	<p><b>Response to the brief</b> Assessment will be ‘mock’ completion of the exam paper for that year.</p> <p><b>Theory</b> – Skills log, Ideas log, Evaluation in controlled conditions</p> <p><b>Performance</b> – Workshop performance</p> <p><b>MOCK GRADE BASED ON ACTUAL MARK SCHEME</b></p>	<p>Working in groups, problem solving, resilience in creating original work.</p> <p><b>PHSE</b>- Relevant themes and issues</p> <p><b>Literacy</b> - Creating dialogue, characters</p> <p><b>Music</b> – Use of music in work, Music to create mood.</p> <p><b>Dance</b> – Physical Theatre style, Movement to create meaning Working to a brief, Target audience Creating original performance work Negotiating and communicating with others, Project management Consideration of audience/Customer Links to own local context - community</p> <p><b>SMSC</b> - Potential to cover all depending on content of work</p>

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