

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: <ul style="list-style-type: none"> School values CEIAG Trips Links to local context Working across subjects SMSC - see bottom for codes
		NS = New skill	DS = Developing skills	NAK = Newly acquired knowledge	PL = Previous learning
Year 10 Term 1	3	Give PL Generate ideas from a stimulus NAK Selecting and developing ideas for a performance PL Styles and forms of drama NAK Applying style & form to the creation of devised work PL Performance skills, Dramatic Techniques, Mediums, Elements PL Devised characters and dialogue	NS Select and develop ideas Exploration of Primary & Secondary research, case studies, themes through use of Explorative strategies NS Use of style & Form – Communication of Meaning, interpretation, themes, audience awareness using various styles and forms DS Working together as a group	Original Devised workshop performances Performance of ideas and response to stimulus Baseline assessment of skills <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. PHSE - Homelessness, Attitudes Literacy - Creating dialogue, characters Creating original performance work Negotiating and communicating with others Links to own local context - community SMSC - Potential to cover all depending on content of work
Year 10 Term 1.1 & 1.2 LAA LAB	Prac - 18 Theo 9/10	C 1 – Exploring the PA NAK Physical Theatre/Frantic Assembly <i>'Learners will develop their understanding of the performing arts by examining practitioners work and the processes used to create performance.'</i> NAK A Examine professional practitioners' performance work	DS Physical Theatre - Physical, Space, Movement, Character, Non-verbal, Use of body, Use of sound, physicalising text Curious, Lovesong & Things I know NS Practitioner - Frantic Assembly building blocks for devising – Chair duets, round by through, hymn	C1 Evidence portfolio Exploration of the creative methods of Verbatim practically and theoretically evidenced through theoretical document of presentation. Practical - Workshop performances of Naturalism activities and performance	Team Players, Hard working & Resilient Respectful English –Published texts, Language PSHE – LGBTQ+ (Things I know), Managing emotions, Family values, Death (Lovesong) History - Past & Present Frantic Assembly delivered workshop

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

			directing , Creative intention, Purpose, themes	C1 Completed in full at this stage	
Year 10 Term 3.2 C2 LAA LAC	10	<p>PL C 2 – Exploring the PA ‘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>A Develop skills and techniques for performance</p> <p>C Review own development and contribution to the performance</p>	<p>DS Performance skills – Voice, Movement, physicality, character, mediums of drama, conveying to audience, style/practitioner specific to chosen text.</p> <p>NS Log book – Reflection, Target setting, evaluation, research</p>	<p>C2 Workshop Evidence 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>PHSE- Relevant themes and issues</p> <p>English - Published Texts</p> <p>History - Social, Historical, Cultural impact</p> <p>Music – Use of music in work, Music to create mood.</p> <p>Dance – Physical Theatre style, Movement to create meaning</p> <p>Trips – 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>SMSC - Potential to cover all depending on content of work/Text</p>
Year 10 Term 3.2 Mock C3 A01 A02 A03 A04	27	<p>NAK C3 Responding to a Brief -MOCK ‘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>NAK AO1 Understand how to respond to a brief</p> <p>PL AO2 Select and develop skills and techniques in response to a brief</p> <p>PL AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>NAK A04 Evaluate the development process and outcome in response to a brief</p>	<p>DS Devising – Working with Stimulus, Building blocks to create work, fine-tuning, select and delete, structure, form, style, experimentation</p> <p>NS Respond to Brief - creating work for Target audience, Written proposal, research, exploration of themes/topics/needs</p> <p>DS Develop Ideas Explorative strategies, Communication, Co-operation, Research, Building blocks</p> <p>DS Performance skills - DS Dramatic Techniques DS Evaluating development</p>	<p>Response to the brief Assessment will be ‘mock’ completion of the exam paper for that year.</p> <p>Theory – Skills log, Ideas log, Evaluation in controlled conditions</p> <p>Performance – Workshop performance</p> <p>MOCK GRADE BASED ON ACTUAL MARK SCHEME</p>	<p>Working in groups, problem solving, resilience in creating original work.</p> <p>PHSE- Relevant themes and issues</p> <p>Literacy - Creating dialogue, characters</p> <p>Music – Use of music in work, Music to create mood.</p> <p>Dance – 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>SMSC - Potential to cover all depending on content of work</p>

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