

**Kineton High School
Drama Department Programme of Study
Year 10 2023-24**

INTENT

- To develop a range of theatrical skills and apply them to create performances
- To work collaboratively to generate, develop and communicate ideas
- To develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- To reflect on and evaluate their own work and that of others

- AO1:** Create and develop ideas to communicate meaning for theatrical performance
- AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4:** Analyse and evaluate their own work and the work of others

IMPLEMENTATION

	Autumn 1 The Language of Drama & Practitioners							Autumn 2 Too much Punch for Judy							Spring 1 Devising							Spring 2 Devising							Summer 1 Performance & Portfolio							Summer 2 Blood Brothers						
KS4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Year 10	Actor, Audience & Self-audit	Monologue & Proxemics	Theatre space & Semiotics	Non-naturalism & Brecht	Surrealism & Artaud	Physical Theatre & Frantic Assembly	Assessment	Exploration of theme & Improvisation	Still Image & Staging	Crosscutting & Flashback	Physical Theatre & Marking the Moment	Objectives & Units of Action/Monologue	Selection of Extract & Rehearsal	Assessment Performance	Introduction of Stimulus & Exploration	Exploration of stimulus cont.	Selection of stimulus & Groupings	Practitioner exploration	Initial ideas/opening scenes	Character development	Plot development	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Portfolio Section 2 Deadline	Semiotics/Staging	Lighting/Sound/Costume	Technical & Dress Rehearsals	FORMAL ASSESSMENT (Performance)	Written Evaluation	Written Evaluation	Re-watch filmed performances	Portfolio completion	Portfolio completion	Introduction/Plot/Character/Theme/Context	Read Act 1/Initial exploration	Read Act 2/Initial exploration	Contextual Workshop & Presentations	ENRICHMENT WEEK	Scene Exploration	Scene exploration & Performance
Progress and assessment	Self/Peer Assessment FAR Marking & Reflection A01							Self/Peer Assessment FAR Marking & Reflection A02, A04							Self/Peer Assessment FAR Marking & Reflection A01							Self/Peer Assessment FAR Marking & Reflection A01, A03							Self/Peer Assessment FAR Marking & Reflection A01, A02, A03							Self/Peer Assessment FAR Marking & Reflection A03, A04						
Homework	Analysis of each Practitioner/Style Rehearsals for final assessment							Section A style questions Preparation of monologue Memorising of extract and rehearsals							Portfolio Section A – Initial ideas, Research into topic, Practitioner, plot, Character development							Independent group rehearsals Section 2 (Rehearsal log)							Independent group rehearsals Section 3 (Evaluation)							Script Reading Context presentation preparation						
Key Vocabulary	Action, Audience, Proxemics, Semiotics, Alienation effect, Epic Theatre, Physical Theatre, Surrealism, Naturalism							Improvisation, Characterisation, Still Image, Staging, Cross-cutting, Flashback, Marking the Moment, Objectives, Units of Action							Stimulus, Collaboration, Process, Devising, Practitioner							Stimulus, Collaboration, Process, Devising, Practitioner, Technique, Semiotics, Staging, Artistic Intention							Evaluation, Stimulus, Collaboration, Process, Devising, Practitioner, Technique, Semiotics, Staging, Artistic Intention							Plot, Character, Theme, Context – Historical, Social, Political, Cultural						
Forensic Learning Points. What will the students know and remember?	<ul style="list-style-type: none"> Knowledge of Practitioners (Brecht, Artaud, Frantic Assembly) & how to incorporate conventions into practical work How stage space & Semiotics impact upon performance 							<ul style="list-style-type: none"> Knowledge of PAP requirements How to collaborate and make informed decisions about performance process Exploration of plot, character, context 							<ul style="list-style-type: none"> Knowledge of requirements of Devising unit 30% Exploration of stimulus Working collaboratively, generating, developing and communicating ideas 							<ul style="list-style-type: none"> Knowledge of requirements of Devising unit 30% Exploration of stimulus Working collaboratively, generating, developing and communicating ideas Understanding of how semiotics can contribute to artistic intention 							<ul style="list-style-type: none"> Exploration of stimulus Working collaboratively, generating, developing and communicating ideas Understanding of how semiotics can contribute to artistic intention Completion of C1 – Devising examination 30% 							<ul style="list-style-type: none"> Exploration performance text, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created 						
Cultural Capital Development Opportunities	Personal: Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop drama work based on a wide variety of stimuli. Highlighting transferrable skills that students can access from Drama – Communication, presentation & public speaking, Group & Leadership skills, Problem solving, Time management, Initiative, Creative writing & The ability to work to a deadline							Social: Students are encouraged to work outside of friendship groups and develop key skills of co-operation and collaboration Encouraged to share and shape each others work by listening and respecting ideas and opinions To learn to be a supportive audience member and to give/receive constructive criticism to improve work and make progress During Role-play unit – taking risks in front of peers							Physical: Every student to work collaboratively, to take risks in vocal and physical work and increase confidence in performance Being aware of staging and also how the space is used in performance Physical Theatre – using your body to create objects introduced and used in various schemes							Spiritual: Students are given the opportunity to investigate characters' motivations and to offer reasons about moral and ethical issues through Hot-seating activities							Moral: Students are encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, co-operation and sensitivity Being able to communicate and understand the rights and wrongs of character behaviour							Cultural: Students are encouraged to see Live Theatre Basic knowledge of technical theatre practices Students are invited to take part in whole school production						

IMPACT: The main purpose of this curriculum is to allow learners to study drama in an academic setting, interrogating the art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work. It will prepare learners for the further study of Drama or Performing Arts courses as well as developing transferable skills desired by further education, higher education and employers in all sectors of industry. Our curriculum will help create independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.