

**Kineton High School
Drama Department Programme of Study
Year 11 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							Autumn 2							Spring 1							Spring 2							Summer 1							Summer 2						
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 11	Blood Brothers Recap/Introduction/Plot/Character/Theme	Context, Accent, Hot-seating, Proxemics	THEATRE VISIT & Note taking	Practice Section B	Practice Section B, Reflection	Voice, Physicality, RPTW, Relationship	Direction, lighting, Stage types, Costume	Stage Directions, Set design	Genre (Musical), Lyrics, Sound design	Staging the Climax, Costume, Mime	Opening & Closing scenes	Mock Exam Preparation	Mock Exam	Exam review & DJRT	Allocation of Groups/Extracts	Exploration of text	Concept Proforma Section 1 & Rehearsals	Exploration of Text	Concept Proforma Section 2 & Rehearsals	Character Development & Rehearsals	Concept Proforma Section 3 & Rehearsals	Rehearsals	Concept Proforma Section 4 & Rehearsals	Rehearsals	Rehearsals	Semiotics – Costume, Sound, Lighting	Technical & Dress Rehearsals	FINAL PAP EXAM	Revision Focus: Section B	Revision Focus: Section B	Revision Focus: Section A	Revision Focus: Section A	Revision Focus: Section A & B	Revision Focus: Section A & B	FINAL EXAMINATION (15 th May)							
Progress and assessment	Self/Peer Assessment FAR Marking & Reflection A03, A04							Self/Peer Assessment FAR Marking & Reflection A03, A04							Self/Peer Assessment FAR Marking & Reflection A01, A02							Self/Peer Assessment Teacher Predictions A01, A02							Self/Peer Assessment A03, A04													
Homework	Live Theatre Notes Practice Section B questions Practice Section A questions							Live Theatre Notes Practice Section B questions Practice Section A questions							Group Rehearsals Concept Proformas Line Learning							Group Rehearsals Concept Proformas Line Learning							Practice Section A questions Practice Section B questions													
Key Vocabulary	Scene, Antagonist, Character, Dialogue, Duologue, Flashback, Monologue, Plot and Subplot, Protagonist, Stage direction Actors, Choreographer, Costume							Director, Lighting designer, Lyricist, Playwright, Set designer, Sound designer, Blocking, Characterisation, Improvisation							Characterisation, Intention, Style, Genre, Playwright, Blocking, Monologue, Context, Theme, Conventions							Staging, Costume, Lighting, Sound, Semiotics, Performance, Audience, Intention, Voice, Physicality, Rapport, Communication							Scene, Antagonist, Character, Dialogue, Duologue, Flashback, Monologue, Plot and Subplot, Protagonist, Stage direction Actors, Choreographer, Costume, Director, Lighting designer, Lyricist, Playwright, Set designer, Sound													
Forensic Learning Points. What will the students know and remember?	<ul style="list-style-type: none"> The meaning of drama and theatre terminology used by theatre makers How genre is used in live performance to communicate meaning to an audience How to analyse a live theatre performance How to evaluate the work of others, drawing considered conclusions. The contexts of their chosen text including: social, historical (time set and period written), cultural To define how the social, historical and cultural contexts have an effect on the chosen performance text 							<ul style="list-style-type: none"> The theatrical conventions of the period in which their text was created The characteristics of their performance text including: genres, structure, characters, form and style, theatrical setting (place), plot and subplot, dialogue, stage directions How meaning is communicated through: the use of performance space and spatial relationships on stage The relationship between performers and audience 							<ul style="list-style-type: none"> Why the extract is significant in the context of the whole text The structure of the whole text and the extracts' place within it The social, cultural or historical context of the text The features of the text including: genre, structure, character, form and style, dialogue, the role of stage directions How to communicate effectively using: the semiotics of drama, the skills of a performer or designer, performance conventions How performance texts can be presented to an audience The intention of the playwright 							<ul style="list-style-type: none"> Theatrical conventions How to interpret character through voice, movement and language The use of performance space the semiotics of theatre as exemplified by the text studied The relationship between performer and audience How the different aspects of design impact on the whole creative experience for both performer and audience The importance of rehearsal including time management and preparation. 							<ul style="list-style-type: none"> The design of: set, props, costume, lighting and sound An actor's vocal and physical interpretation of character The use of performance conventions. vocal techniques an actor might use to communicate a role Communication through physicality and the use of body language, facial expression and gesture The use of semiotics The design and use of a set 													
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.

