

**INTENT-**

- To prepare students for each component of the course.
- The course covers a range of different topics to develop student’s knowledge of drama and theatre, but also varying activities to develop student skills – both acting skills for assessment and group work skills, including tasks set over multiple lessons to help students learn to evaluate and develop work further.

**The bigger picture:**

**Link to History:** Study of practitioners and the play texts will allow opportunity to explore their place in history at the time, involving significant events in history (e.g. Brecht – links to Hitler’s reign).  
**Link to Dance and Music:** Physical theatre explores choreography and using the rhythm of music to develop story.  
**Links to English:** Study of text, language, structure, character links to Eng Lit.

**Bilton School Planning for Progress over Time  
 Year 10 Drama  
 Programme of Study 2024 - 25**

- 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**

	Term 1 Practitioners Workshops	Term 2 Text in Practice	Term 3 Devising Drama	Term 4 Noughts and Crosses	Term 5 Written Paper/ Live Theatre Review	Term 6 Noughts and Crosses/ Live Theatre Review
<b>KS4</b>	02/09/2024 09/09/2024 16/09/2024 23/09/2024 01/10/2024 07/10/2024 14/10/2024 21/10/2024	04/11/2024 11/11/2024 18/11/2024 25/11/2024 02/12/2024 09/12/2024 16/12/2024	06/01/2025 13/01/2025 20/01/2025 27/01/2025 03/02/2025 10/02/2025	<b>HOLIDAY: 1 WEEK</b> 24/02/2025 03/03/2025 10/03/2025 17/03/2025	24/03/2025 31/03/2025 07/04/2025 <b>Holiday: 2 weeks</b> 28/04/2025 05/05/2025 12/05/2025 19/05/2025	02/06/2025 09/06/2025 16/06/2025 23/06/2025 30/06/2025 07/07/2025 14/07/2025
<b>Year 10</b>	L1 – Intro to the Course/ Trust building L2 – Introduction to Brecht L3 - Exploration of Brecht/ Mini Performance L4 – Practitioner Study L5 – Introduction to Practitioner 2 L6 – Explore Practitioner 2 L7 – Explore Practitioner 2 Mini Performance L8 – Practitioner Study L9 – Introduction to Frantic Assembly L10 – Explore Frantic Assembly L11 – Explore Frantic/ Mini Performance L12 – Practitioner Study L13 – Introduction to Practitioner 4 L14 – Explore Practitioner 4 L15 – Explore Practitioner 4/ Mini Performance L16 – Practitioner Study	L1 – Introduction to Text in Practice L2 – Introduction to Chosen Play L3 – Character Exploration L4 – Blocking and Drama Strategies for Rehearsal L5 – Rehearsal L6 – Rehearsal L7 Performance of Extract 1 L8 Evaluation of Skills L1 Introduction to extract 2 L2 – Character development L3 – Blocking and Drama Strategies for Rehearsal L4 – Rehearsal L5 – Rehearsal L6 – Performance of Extract 2	L1 – 2 Intro to Devising (Stimulus Stations) L3 – Research and Initial Ideas L4 – Exploring Development strategies L5 + 6 – Improvisation techniques and creating L7 – Creating L8 – Creating L9 – Creating L10 – Rehearsal L11 – Rehearsal	L13 – Evaluation and review of Devising L14 – Live Theatre Review L1 – Introduction to Set Text L2 – Practical Exploration of text L3 – Set Text Theory lesson L4 – Practical Exploration of text L5 – Set Text Theory lesson L6 – Practice Questions L1 – Feedback on last term – key areas of	L3 – Set Text Theory lesson L4 – Practical Exploration of text L5 – Set Text Theory lesson L6 – Practical Exploration of text L7 – Watching live theatre L8 – Watching live theatre L9 – L10 – Analysing Live Theatre L1 – Revision for Mock Paper L2 – Revision for Mock Paper L7 – Watching live theatre L8 – Watching live theatre	L1 – Revision for Mock Paper L2 – Revision for Mock Paper L7 – Watching live theatre L8 – Watching live theatre L9 – L10 – Analysing Live Theatre L11 – Practice Question L12 – Feedback and walk through L13 – Practice Question L14 – Feedback L15 – 16 Mock Paper (end of year assessment) L17 – complete mock paper L18 – feedback
<b>Progress and assessment</b>	Practical Assessment – Week 2 (mini performance) Theory Assessment – Week 8	Practical Assessment – Week 4 and 7	Practical Assessment – Week 1 Theory Assessment – Week 2 Theory Assessment – week 8	Practical Assessment – Week 1 Theory Assessment – Week 2 Theory Assessment – week 8	Practical Assessment – Week 7 Theory Assessment – Week 7	Practical Assessment – Week 5 Theory Assessment – Week 5
<b>Homework</b>	2 – 3 theory tasks to support practical exploration in lessons.  May be asked to organise group rehearsals outside of lessons.	2 – 3 theory tasks to support practical exploration in lessons.  May be asked to organise group rehearsals outside of lessons.	2 – 3 theory tasks to support practical exploration in lessons.  May be asked to organise group rehearsals outside of lessons.	2 – 3 theory tasks to support practical exploration in lessons.  May be asked to organise group rehearsals outside of lessons.	2 – 3 theory tasks to support practical exploration in lessons.  May be asked to organise group rehearsals outside of lessons.	2 – 3 theory tasks to support practical exploration in lessons.  May be asked to organise group rehearsals outside of lessons.
<b>Key Vocabulary/ literacy</b>	<b>Key Vocab</b> – Tier 2 and 3 Words used in lessons (on PPT) <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work	<b>Key Vocab</b> – Tier 2 and 3 Words used in lessons (on PPT) <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work	<b>Key Vocab</b> – Tier 2 and 3 Words used in lessons (on PPT) <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work	<b>Key Vocab</b> – Tier 2 and 3 Words used in lessons (on PPT) <b>Written Responses</b> – Focus on structure and depth of written responses. <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work	<b>Key Vocab</b> – Tier 2 and 3 Words used in lessons (on PPT) <b>Exam Question</b> – Analysing the wording of the exam questions and responding. <b>Analysis and Evaluation</b> – Through the completion of theatre reviews, students will develop skills in analysis and evaluation and application of understanding to a written response. <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work	<b>Key Vocab</b> – Tier 2 and 3 Words used in lessons (on PPT) <b>Analysis and Evaluation</b> – Through the completion of two theatre reviews, students will develop skills in analysis and evaluation and application of understanding to a written response. <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work
	<b>HOLIDAY: 1 WEEK</b>		<b>HOLIDAY: 2 WEEKS</b>		<b>Holiday: 1 week</b>	

<p><b>Connect ed knowled ge</b></p>	<p><b>C&amp;C – Society</b> – Through looking at character, students explore a range of relationships and the impact of these on the character.</p> <p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others</p>	<p><b>C&amp;C – British Values</b> – Students develop understanding of how theatre companies address and present current topics / issues to modern audiences. Students develop understanding of how to effectively communicate their own ideas on these issues.</p> <p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others</p>	<p><b>C&amp;C – Society / Diversity</b> – Developing on from Term 1 and 2, students begin to explore a range of relationships through movement. Script work explores social issues and diversity.</p> <p><b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance</p> <p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others</p>	<p><b>C&amp;C – Society / British Values / Diversity</b> – Through the range of topics explored, students explore contemporary issues relating to society and tolerance.</p> <p><b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance</p> <p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p>	<p><b>C&amp;C – Society / British Values / Diversity</b> – Through the range of topics explored, students explore contemporary issues relating to society and tolerance.</p> <p><b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance</p> <p><b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p>	<p><b>C&amp;C – Society / British Values / Diversity</b> – Through the range of topics explored, students explore contemporary issues relating to society and tolerance.</p> <p><b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>AO4:</b> Analyse and evaluate their own work and the work of others</p>
<p><b>IMPACT:</b> The Year 10 course builds up student skills in creating and developing ideas for performance and applying these to the creation of an assessed performance. The different units offer opportunities to study a range of practitioners to allow students to find a style that works to their strengths. The coursework style questions are built into the course to develop students’ abilities within the written elements of the unit.</p>						
<p><b>Spiritual, Moral, Social and cultural.</b></p>	<ul style="list-style-type: none"> <li>• Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>• Development of a respectful and safe culture within the studio space – being respectful and kind to our peers and resilient when working in small groups.</li> <li>• Considering what makes us feel part of a community and what makes us stand out (in regards to the characters own feeling towards themselves).</li> <li>• Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>• Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves.</li> <li>• Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</li> <li>• Through the range of topics studied, students explore contemporary issues relating to society and tolerance.</li> </ul>					
<p><b>British Values</b></p>	<ul style="list-style-type: none"> <li>• Respect and Sensitivity towards playing characters – avoiding stereotypes and ensuring students have access to a range of play texts that represent our society.</li> <li>• Clear expectations of individuals and how to work and collaborate with others through mutual respect.</li> <li>• Understanding and acknowledgement of different attitudes, opinions and social backgrounds and how that may influence viewpoints.</li> <li>• Taking responsibility for your own actions and understanding that your behaviour affects others.</li> <li>• Creating a tolerance of different faiths and beliefs through exploring a range of themes linked to British society.</li> </ul>					
<p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>• Students develop empathy for others and learn how to communicate and work with other people</li> <li>• Encouraging students to share their own experiences and empathise with others to develop an understanding of different life styles and life chances.</li> <li>• Understand how social context can influence personal circumstances and being respectful and empathetic to others in different situations.</li> </ul>					
	<p><b>By the end of Year 10 Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know and understand what physical and vocal skills are.</li> <li>• Demonstrate a range of physical and vocal skills to portray a character.</li> <li>• Evaluate their own application of skills</li> <li>• Analyse professional theatre and production</li> </ul>			<p><b>They will be able to do this by;</b></p> <ul style="list-style-type: none"> <li>• Completing retrieval and do it now tasks correctly</li> <li>• Create their own work in different styles</li> <li>• Performing work in front of their peers and teacher</li> <li>• Demonstrating verbally and through written tasks self reflection</li> <li>• Showing knowledge and understanding through written tasks linked to the piece of theatre</li> </ul>		