

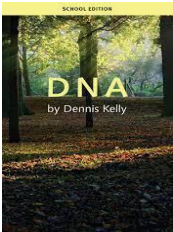
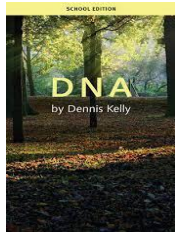
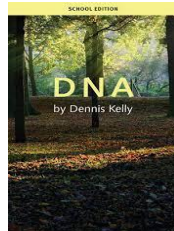



St Mary's CE High School Curriculum Map 2022-23



Subject: Drama

Year: 10

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Component 3 Set Text DNA Practical Exploration	Component 3 Set Text DNA Practical Exploration	Component 3 Set Text DNA Exam Technique	Practitioner Re-Cap/Study	Component 1: Devising	Component 1: Devising
						
CONTENT	<ul style="list-style-type: none"> Playwright's intentions Role of the actor, director, designer (Set, Costume, Lighting, Sound) Genre & Style Historical, cultural, social & political context Know and understand the context, plot and characters Know and understand a variety of performance conventions and how they can be used effectively in 	<ul style="list-style-type: none"> Playwright's intentions Role of the actor, director, designer (Set, Costume, Lighting, Sound) Genre & Style Historical, cultural, social & political context Know and understand the context, plot and characters Know and understand a variety of performance conventions and how they can be used effectively in 	<ul style="list-style-type: none"> Playwright's intentions Role of the actor, director, designer (Set, Costume, Lighting, Sound) Genre & Style Historical, cultural, social & political context Know and understand context, plot and characters Know and understand how a variety of performance conventions can be used effectively to achieve a desired outcome 	<ul style="list-style-type: none"> Know and understand the historical, Political and social context that a practitioner was working within Know and understand the theory, style and genre related to the practitioner Know, understand and apply theory & technique to the practical Role of the actor/audience 	<ul style="list-style-type: none"> Know and understand how to create a performance with careful attention to plot and characters Know and understand how to create a performance in response to a given stimulus Know and understand how to link practitioner theory, style and genre to the practical Know and understand how to structure a performance Know and understand 	<ul style="list-style-type: none"> Know and understand how to create a performance with careful attention to plot and characters Know and understand how to create a performance in response to a given stimulus Know and understand how to link practitioner theory, style and genre to the practical Know and understand how to structure a performance Know and understand
<i>Declarative Knowledge – 'Know What'</i>						

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	<p>performance</p> <ul style="list-style-type: none"> Know and understand how to analyse theatre performances for enjoyment as well as academic study How to link practical to GCSE examination responses <p>Cross Curricular Links: PSHCE, Art & Design, Design & Technology, English (?)</p>	<p>performance</p> <ul style="list-style-type: none"> Know and understand how to analyse theatre performances for enjoyment as well as academic study How to link practical to GCSE examination responses <p>Cross Curricular Links: PSHCE, Art & Design, Design & Technology, English (?)</p>	<ul style="list-style-type: none"> Know how to structure exam responses <p>Cross Curricular Links: PSHCE, Art & Design, Design & Technology, English (?)</p>		<p>how to convey a character in a performance</p> <p>Cross Curricular Links: PSHCE, English (?)</p>	<p>how to convey a character in a performance</p> <p>Cross Curricular Links: PSHCE, English (?)</p>
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> - The ability to recognise and understand the roles and responsibilities of performer, designer and director - The ability to recognise how and where social, historical and cultural contexts are reflected through the text - The ability to recognise how and where social, historical and cultural contexts are reflected through design and acting choices - The ability to analyse and evaluate their own work and the work of others - The ability to understand how performance texts can be interpreted and performed. 	<ul style="list-style-type: none"> - The ability to recognise and understand the roles and responsibilities of performer, designer and director - The ability to recognise how and where social, historical and cultural contexts are reflected through the text - The ability to recognise how and where social, historical and cultural contexts are reflected through design and acting choices - The ability to analyse and evaluate their own work and the work of others - The ability to understand how performance texts can be interpreted and performed. 	<ul style="list-style-type: none"> - The ability to recognise, understand and communicate the choices made by the performer, director And designer - The ability to recognise and communicate how and where social, historical and cultural contexts are reflected through directing, design and acting choices 	<ul style="list-style-type: none"> - The ability to recognise and understand the roles and responsibilities of performer, designer and director - The ability to recognise how and where social, historical and cultural contexts impact on practitioner choices - The ability to analyse and evaluate their own work and the work of others - The ability to understand how performance texts can be interpreted and performed. - The ability to understand how practitioner theory impacts on performance choices 	<ul style="list-style-type: none"> - The ability to engage a target audience - The ability to convey meaning through vocal and physical skills - The ability to utilise a range of performance skills in order to achieve a desired outcome - The ability to apply a range of practitioner techniques - The ability to speak with clarity & confidence - The ability to participate confidently in discussions and collaborative group work - The ability to cooperate, compromise and resolve conflict fairly and swiftly - The ability to be clear in the intention and desired impact on an audience 	<ul style="list-style-type: none"> - The ability to engage a target audience - The ability to convey meaning through vocal and physical skills - The ability to utilise a range of performance skills in order to achieve a desired outcome - The ability to apply a range of practitioner techniques - The ability to speak with clarity & confidence - The ability to participate confidently in discussions and collaborative group work - The ability to cooperate, compromise and resolve conflict fairly and swiftly - The ability to be clear in the intention and desired impact on an audience

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					- The ability to document progress and reflect	
Key Questions	<ul style="list-style-type: none"> • What does my performance concept look like? • How can I ensure I share my thoughts and ideas succinctly? • How do I embed the context of the original play into my practical and written ideas? • How can I use my drama vocabulary to share my thoughts and ideas clearly? 			<ul style="list-style-type: none"> • Why is the practitioner theory important? • How do the practitioner theories link to current work? • How can I embed practitioner theory and techniques into my practice? • Which practitioner theories and techniques am I already familiar with? 		<ul style="list-style-type: none"> • What are the most important factors when performing to an audience? • How can we develop our performance skills? • How can we ensure our work (written and practical) reflects the assessment criteria and our true potential? • How can we implement the theories of an historical practitioner into our modern performances and truly engage an audience?
Assessment	Assessment: Spring 2a Ongoing summative assessment through extended learning focussing on exam style responses			Assessment July Component 1 Practical Devising Exam (40%) Component 1 Portfolio (1 st Submission) Component 1 – AO1/ AO2/AO4)		
Extended Learning /Extension Activities	<ul style="list-style-type: none"> • Reading and Research • Creation of performance concept (Component 3 Section A): Set design, production elements, staging, costume • Component 3 Section A Exam questions – Director, actor and designer • Rehearsal • Line Learning • Watching pre-recorded productions • Review notes and review writing • Rehearsal notes • Portfolio responses 					