

## DRAMA – Year 10 Curriculum

| Content (Intent)  | Links to prior learning  | Skills and Assessment (Implementation)  | Expected Learning Outcomes (Impact)  |
|---|--|---|--|
| <b>Term 1/2</b><br><b>Noughts and Crosses by Malorie Blackman/Dominic Cooke</b><br><b>Applied Skill:</b> <ul style="list-style-type: none"> <li>• Genre</li> <li>• structure</li> <li>• character</li> <li>• form</li> <li>• style</li> <li>• language</li> <li>• sub-text</li> <li>• character motivation and interaction</li> <li>• the creation of mood and atmosphere</li> <li>• the development of pace and rhythm</li> <li>• dramatic climax</li> <li>• stage directions</li> <li>• the practical demands of the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of stimulus.</li> <li>• Movement.</li> <li>• Tableaux.</li> <li>• Status.</li> <li>• Ensemble work.</li> <li>• Genre.</li> <li>• Stock Characters.</li> <li>• Improvisation.</li> </ul> | Skills:   | <p>Developing knowledge and understanding of the characteristics and context of the whole play</p> <p>Exploring ideas for how the play may be interpreted practically.</p> |
| <b>Term 3/4 – Live Performance</b> <ul style="list-style-type: none"> <li>• Frantic Assembly/Knee High/DV8/Punch Drunk.</li> <li>• Brecht.</li> <li>• Stanislavski.</li> <li>• Caryl Churchill.</li> <li>• Boal.</li> </ul>   | <ul style="list-style-type: none"> <li>• Physical Warm-up.</li> <li>• Evaluation.</li> <li>• Genre.</li> <li>• Drama Terminology.</li> <li>• Stimulus.</li> <li>• Tableaux.</li> </ul>   | Skills: <ul style="list-style-type: none"> <li>• To understand why drama is the structure it is.</li> <li>• Understand naturalistic style acting.</li> <li>• Objectives and how they affect acting and articulation.</li> </ul> | <p>Evaluate their own piece of drama up to 500 words</p> <p>Write a context and conclusion using specific drama vocabulary.</p>  |

## DRAMA – Year 10 Curriculum

| <b>Content (Intent)</b>   | <b>Links to prior learning</b>  | <b>Skills and Assessment (Implementation)</b>  | <b>Expected Learning Outcomes (Impact)</b>  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Berkoff.</li> <li>• Grotowski.</li> <li>• Katie Mitchell.</li> <li>• Artaud.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Verfremdungs effect techniques.</li> <li>• Understanding of Physical Theatre.</li> <li>• Audience and Actor relationship.</li> </ul> <p>Assessment: None.</p> <ul style="list-style-type: none"> <li>• Time Running Out Performance.</li> </ul>       | <p>Show clear understanding of a range of drama practitioners and how their style was realised</p> <p>Learn and apply the knowledge within a performance.</p> |
| <p><b>Terms 5/6 – Devised Component 2</b></p> <ul style="list-style-type: none"> <li>• Teacher in role.</li> <li>• Missing person research.</li> <li>• Non-naturalistic techniques.</li> <li>• Inform and Educate.</li> <li>• Boal and Brecht.</li> <li>• Issued base performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Movement</li> <li>• Status</li> <li>• Ensemble work</li> <li>• Improvisation.</li> <li>• Brecht/Boal</li> </ul>          | <p>Responding in role to Teacher-in-role.</p> <p>Developing and exploring ideas using key skills, with particular focus on demonstrating character through</p> <p>Evaluating the effectiveness of own work and that of others, using subject specific vocabulary.</p> <p>Assessment: None.</p> | <p>How to effectively present issues in our society that they/we wish to expose and discuss.</p> <p>Use their knowledge of both sides of an issue.</p>        |
| <p><b>Term 5/6 – Non-Naturalism</b></p> <ul style="list-style-type: none"> <li>• Brechtian Conventions and methodologies</li> <li>• Non-naturalistic techniques.</li> <li>• Mark Wheeler – Butcher, Butcher, Burning Bright.</li> </ul>   | <ul style="list-style-type: none"> <li>• Brecht.</li> <li>• Ensemble work.</li> <li>• Tableaux.</li> <li>• Physicality.</li> <li>• Choral work</li> <li>• Story structure.</li> </ul> | <p>Skills:</p> <ul style="list-style-type: none"> <li>• Slow motion, High speed and Exaggeration.</li> <li>• Vocals.</li> <li>• Expressionism.</li> <li>• Styling Scenes</li> <li>• Use of Symbols and Metaphors</li> </ul>  | <p>To understand how to portray to the audience a moral/message.</p> <p>How to utilise their individual skills for devised improvisation.</p>                 |

**DRAMA – Year 10 Curriculum**

| <b>Content<br/>(Intent)</b>  | <b>Links to prior learning</b> | <b>Skills and Assessment<br/>(Implementation)</b> | <b>Expected Learning Outcomes<br/>(Impact)</b>   |
|--|--------------------------------|---|--|
| <ul style="list-style-type: none"><li>• Development of devised piece linking to scripted text.</li><li>• Character analysis.</li><li>• Script reading.</li></ul> |                                | Assessment: Performance of an extract.            | Present a summative piece and show they can provide positive feedback for peer's work. |