



Drama

Key Stage 4 Framework for Learning

Year 10 2017-2018: Successful Foundations

Syllabus:

AQA GCSE Drama 8261

Autumn 1

Knowledge	Introduction to devising skills and practitioners. Drama and theatre terminology and how to use it appropriately. Roles and responsibilities of theatre makers in contemporary professional practice. Theatre Skills Terminology (Acting Skills)
Skills	Component 1 Understanding Drama (roles, responsibilities and terminology) Component 2 Devising Drama workshops
Assessment	Marking Point 1: Research: Roles and responsibilities of theatre makers Marking Point 2 Research: Drama and theatre terminology
Cultural enrichment	Watch Frantic Assembly education videos- introduction to devising Watch Frantic Assembly <i>Things I Know To Be True</i> at The Lowry
Character	 QoS – Optimism I am optimistic and always try my best. I approach new challenges with enthusiasm and energy. I show my thoughtfulness and ability to care for others by participating in the rehearsal process as part of a strong team. I consider the thoughts and feelings of my ensemble by working productively and reliably as a good cast member. I show consideration and thoughtfulness towards my audience while producing thought provoking and impactful Theatre In Education.

Autumn 2

Knowledge	Devising Drama 1 Create and develop ideas to communicate meaning in a theatrical performance.
Skills	Component 2: Section 1 Devising Drama Response to Stimulus (Log Book Section 1) Carrying out research. Developing ideas. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process.
Assessment	Marking Point 1: Devised Log part 1 Marking Point 2: Part one practical Assessment
Cultural enrichment	Explore Post Secret blog/books Visit Pankhurst Museum Visit Manchester Art Gallery Listen to range of podcasts Radiolab , Serial Season 2 podcasts
Character	 QoS – Empathy I can empathise with characters from a variety of diverse cultures and backgrounds when developing a believable character. I know that to empathise with my character and the other characters in my play means I will have truthful representation in my acting. I can empathise with members of my ensemble and am sensitive to the needs of others. I show empathy toward a range of social and political issues and approach them with an open mind, sensitivity and maturity.

Spring 1



Knowledge	Devising Drama 2 Create and develop ideas to communicate meaning in a theatrical performance. Devised performances are rehearsed and refined.
Skills	Component 2: Section 2 Devising Drama Development and collaboration (Log Book Section 2) Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process.
Assessment	Marking Point 1: Devised research into themes and issues Marking Point 2: Devised log 2
Cultural enrichment	Visit Manchester Jewish Museum Visit National Football Museum Regular independent Cinema/Theatre trips
Character	  <p>QofS – Creativity & Curiosity</p> <p>My creativity is my strength and I explore texts, stimuli and themes with a passionate thirst for exploring new theatrical possibilities.</p> <p>I am able to work as an equal member of an ensemble. I am ambitious for my own successes while understanding the needs of people I am working with and I am supportive of everyone.</p> <p>Curiosity helps me make new and exciting discoveries about how life can be represented through theatre.</p>

Spring 2

Knowledge	Devising Drama 2 Create and develop ideas to communicate meaning in a theatrical performance.
Skills	Component 2: Section 2 Devising Drama Development and collaboration (Log Book Section 2) Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process.
Assessment	Marking Point 1: Devised Log part two Marking Point 2: Character development on How the character is being performed. Learn scripted lines
Cultural enrichment	Visit Manchester Cathedral Visit John Rylands library
Character	  <p>QofS – Responsibility & Reflection</p> <p>I understand it is my responsibility to work as a productive member of an ensemble. I know I am responsible for my own progression and I am ambitious to achieve the best.</p> <p>As a reflective learner I mold and shape work, I accept teacher and peer feedback with positivity and resilience. I am able to reflect on the Acting and Devising Skills I use in performance in order to articulate achievements making purposeful reference to my play.</p>

Summer 1

Knowledge	Devising Drama 3 Analyse and Evaluate Performances and completion of Log Books. Create and develop ideas to communicate meaning in a theatrical performance. Understanding Drama: Live Performance Review
Skills	Component 2: Section 3 Devising Drama Development and collaboration (Log Book Section 3)



	<p>Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process.</p> <p>Component 2: Devised performance The Creation and communication of meaning. Realising Artistic Intentions in devised drama. Use of theatrical skills. Range of theatrical skills demonstrated.</p> <p>Component 1 Understanding Drama Live Performance Plot and Characters Specific features or hallmarks of style/genre Context of play</p>
Assessment	<p>Marking Point 1: Practical Assessment</p> <p>Marking Point 2: Devising log 3</p>
Cultural enrichment	Opportunity to perform work in public venue
Character	<div style="display: flex; align-items: flex-start;">   <div> <p>QoS – Practice & Resiliency</p> <p>I practice my lines for performances; I practice and improve my Acting Skills throughout the rehearsal process, continuously developing my character and understanding of Period, Style, Genre, Intention and Interpretation.</p> <p>I show my thoughtfulness and ability to care for others by participating in the rehearsal process as part of a strong team. I consider the thoughts and feelings of my ensemble by working productively and reliably as a good cast member. I show consideration and thoughtfulness towards my audience while producing thought provoking and impactful Theatre.</p> </div> </div>
<h2>Summer 2</h2>	
Knowledge	<p>Texts in Practice: Intro to Texts</p> <p>Understanding Drama Section A – Multiple choice</p> <p>Understanding Drama: Section B- Blood Brothers</p> <p>Understanding Drama: Section C- Live Theatre Production Review</p>
Skills	<p>Written Exam: Component 1: Drama knowledge and understanding</p> <p>Characteristics of performance texts and works Social, cultural and historical context How meaning is interpreted and communicated Drama and theatre terminology and how to use it appropriately The roles and responsibilities of theatre makers in contemporary professional practice</p>
Assessment	Marking Point 1: Live Theatre response
Cultural enrichment	Use digital theatre/National Theatre education resources to review theatre productions
Character	<div style="display: flex; align-items: flex-start;">  <div> <p>QoS – Motivation</p> <p>I stay motivated during the rehearsal and revision processes, setting measurable, achievable targets.</p> <p>I understand the importance of group work and staying motivated as part of a team. I approach challenging subjects and working with others with positivity and openness. I recognise the diversity in my classroom and am prepared to work with people I don't know with a very supportive and enthusiastic attitude.</p> </div> </div>