



Drama

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Autumn 1

<p>Knowledge</p>	<p>Scripted Performance and Set Text Blood Brothers by Willie Russell Introduction to skills and set text Blood Brothers Rehearse scripted play for performance Understanding Drama Texts in Practice</p>
<p>Skills</p>	<p>Component 1: Understanding Drama: knowledge and understanding. Characteristics of performance and dramatic works. Social, Cultural and historical context.</p> <p>Component 3: Range of Acting Skills Demonstrated. Deployment of skills and efficiency. Personal Interpretation of play. Personal Interpretation of Role and context. Artistic intentions</p>
<p>Assessment</p>	<p>Marking Point 1: Research Blood Brothers and Liverpool in 1970's. Marking Point 2: Develop character understanding through detailed character research.</p>
<p>Cultural enrichment</p>	<p>Theatre Visit Take part in school musical</p>
<p>Character</p>	<p> QoFS – Optimism</p> <p>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. I am optimistic and always try my best. I approach new challenges with enthusiasm and energy.</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 In Education.</p>

Autumn 2

<p>Knowledge</p>	<p>Scripted Performance and Set Text Blood Brothers by Willie Russell Rehearse scripted play for performance Understanding Drama Texts in Practice Preparation for written paper</p>
<p>Skills</p>	<p>Component 1: Understanding Drama knowledge and understanding. Characteristics of performance and dramatic works. Social, Cultural and historical context. How meaning is interpreted and communicated.</p> <p>Component 3: Range of Acting Skills Demonstrated. Deployment of skills and efficiency. Personal Interpretation of play.</p>



	Personal Interpretation of Role and context. Artistic Intentions.
Assessment	Marking Point 1: Learning Lines assessed through rehearsed performance. Marking Point 2: Progress Test on Blood Brothers.
Cultural enrichment	Watch/take part in school musical. Watch/take part in CHAT:SS.
Character	 <p>QoS – Empathy</p> <p>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.</p> <p>I show solidarity with my ensemble as we produce a performance. I understand the importance of teamwork and shared responsibility. I work as part of a theatre company and take my production and acting roles very seriously because I understand my company trusts and relies on me.</p>

Spring 1

Knowledge	Scripted Performance and Set Text Blood Brothers by Willie Russell Rehearse scripted play for performance Understanding Drama Texts in Practice Preparation for written paper
Skills	Component 1: Understanding Drama knowledge and understanding. Characteristics of performance and dramatic works. Social, Cultural and historical context. How meaning is interpreted and communicated. Component 3: Range of Acting Skills Demonstrated. Deployment of skills and efficiency. Personal Interpretation of play. Personal Interpretation of Role and context. Artistic Intentions.
Assessment	Marking Point 1: Learning Lines assessed through rehearsed performance. Marking Point 2: Performance of Blood Brothers.
Cultural enrichment	Visit Liverpool Visit People's History Museum
Character	 <p>QoS – 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	Component 2: Section 2 Devising Drama Development and collaboration (Log Book Section 2)
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	Developing ideas to communicate meaning. Collaborating with others. Rehearsing, refining and amending work. Analysing and evaluating process.
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: Progress Test on Blood Brothers. Marking Point 2: Research of devised theatre theme.
Cultural enrichment	Watch Action Transport Theatre's <i>Happily Ever After</i> .
Character	  <p>QofS – Responsibility & Reflection 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. I approach the new course and new classmates with positivity and openness. I am willing to forge new friendships and take small risks. 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> <p>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. I am optimistic and always try my best. I approach new challenges with enthusiasm and energy.</p>

Summer 1

Knowledge	Devised Theatre Theatre in Education Devising Drama Identity 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: Thematic Research. Marking Point 2: Learning lines assessed through rehearsed assessment.
Cultural enrichment	Watch plays on National Theatre Streaming
Character	  <p>QofS – Practice & Resiliency 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. I show my resiliency 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.</p>

Summer 2

Knowledge	Devised Theatre Theatre in Education Devising Drama
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	<p>Identity</p> <p>Create and develop ideas to communicate meaning in a theatrical performance.</p>
Skills	<p>Component 2:Section 3 Devising Drama</p> <p>Analysis and evaluation (Log Book Section 2) 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. Contribution to the effectiveness of the piece, inventive ideas, realization of individual artistic intention.</p>
Assessment	<p>Marking Point 1: Performance of devised pieces. Marking Point 2: Progress Test: Evaluating performance.</p>
Cultural enrichment	<p>Watch Frantic Assembly education videos. Attend physical theatre/contemporary dance performance at The Lowry.</p>
Character	<p></p> <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.</p>