

## YEAR 10

Term	Topic	Objectives	Skills	Assessment
Autumn 1	Priority focus: Component 1 and 2	<ul style="list-style-type: none"> <li>To have a sound knowledge of <b>musical theory and terminology</b></li> <li>To begin to explore <b>Comp 2</b> with a particular focus on the practical element of the piece</li> </ul>	<ul style="list-style-type: none"> <li><b>Making</b></li> <li><b>Exam prep Comp1</b></li> <li><b>Performing</b></li> </ul>	Drama theory Component 1 evidence <b>Performance assessment -</b>
Autumn 2	Priority focus: Component 1 and 2	<ul style="list-style-type: none"> <li>To develop an understanding of <b>Comp 2</b> as a whole with a particular focus on the the element of the <b>practical exam</b></li> <li>To begin work on <b>performance skills</b> prepare for in class performance assessments (which will take place regularly for milestone rehearsals for Component 2 )</li> </ul>	<ul style="list-style-type: none"> <li><b>Making</b></li> <li><b>Exam prep</b></li> <li><b>Performing</b></li> </ul>	Practical pieces with the Lessons logs and the Blog for Component 1
Winter 1	Component 2	<ul style="list-style-type: none"> <li>To begin to <b>focus on the practical element of Comp 2</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Making</b></li> <li><b>Performing</b></li> </ul>	Component 2 assessment
Winter 2	Component 2	<ul style="list-style-type: none"> <li>To develop increased knowledge of Component 2 and the practical nature of the course to record evidence</li> </ul>	<ul style="list-style-type: none"> <li><b>Making</b></li> <li><b>Exam prep</b></li> </ul>	Component 2 assessment
Spring 1	Comp 3- Sample Brief	<ul style="list-style-type: none"> <li>To look at <b>the exam brief</b> and develop an understanding of the theme of the piece</li> <li>To focus on <b>performance skills</b> in solo and ensemble settings</li> <li>To prepare for the language of assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam prep</b></li> <li><b>Performing</b></li> <li><b>Making</b></li> </ul>	Language of assessment brief Component 3
Spring 2	Comp 3-Sample Brief  Composition and performance skills	<ul style="list-style-type: none"> <li>To work on feedback given and finish <b>practicals for exam brief</b></li> <li>To work on <b>performances</b> and be ready to record the final pieces</li> </ul>	<ul style="list-style-type: none"> <li><b>Performing</b></li> </ul>	<b>Performance assessment – final</b>

### Drama Knowledge

- Studying theatre performer skills and conventions in line with NC links for vocal interpretation and movement to develop communication on stage.
- Studying characterisation and improvisation skills and the effects in line with NC.
- Stimulus and devising work with improvisation interpretation. Plot development. NC link.
- Styles of theatre and meaning. Link to NC with alternative styles and meaning.
- Link to NC with alternative styles and meaning, as well as script work to generate language use and meaning.
- Writing structure and analysis skills in both verbal and written work.

- Pupils will be looking at defining skills in rehearsal and performance during every lesson which forms the main aspects of the NC for Drama within English.
- Pupils will build knowledge of design in theatre as they look in detail at stage configurations, roles in theatre, areas of a stage and technical theatre aspects. This directly links with the NC section within English that expects knowledge of technical theatre to be included. As well as accessing live theatre.
- Live theatre knowledge and theatre visits.

#### The Bigger Picture...

- Build on work done and prior skills learnt in Y9, develop skills in theatre and performance styles to support development at KS4 Year 11.
- Role play and skills and techniques building as per the National Curriculum Drama section of English.
- In Year 10 the curriculum here works to give pupils more in depth knowledge of skills and technique in theatre. Not only performance skills but also technical knowledge and some technical skills as one unit has a focus on design and the more technical side of theatre.
- Pupils will polish and hone their performer skills they have been using and also be introduced to more challenging methods of theatre.
- Studying of a key text for exam purposes and building understanding of how to structure answers to key questions.
- The experience and evaluation and analysis of live theatre inside and outside the classroom will continue to build the cultural capital offered to the pupils and support their ability to answer questions linked to performer skills and staging.

#### **Drama Skills**

In Year 10 Drama pupils will be learning new skills and techniques of theatre and performance, as well as developing and building on their skills learnt from the last year. They will be recapping on previous skills learnt in year 9 to embed and enhance the use and knowledge of these prior skills. Character development through movement and vocal skills, linked to both a stimulus performance work and themed contexts as well as scripted work, will also be developed through role play, rehearsal and improvisation activities. Pupils will be building their knowledge of analysis of live theatres, building up on Year 9 knowledge of stage areas, configurations and job roles. Using the key exam text of Blood Brothers, they will learn to consider performance skills for roles within with reasoning and justification. Devising exam unit will begin.

#### **Cross Curricular and Curriculum Enrichment Opportunities: STEM**

Literacy: evaluation and analysis. Script reading, resources linked to writing and reading, structure and PEE.

Speaking and listening: evaluation, analysing, critique, feedback and self and peer assessment.

Resources linked to speaking and listening.

Numeracy: proxemic distances, stage areas, blocking and positioning. Shapes and form building.

Links with History/PD /English.

Link with Art in design unit.