

Subject and year group: Drama Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit to be studied	Drama: performance and response	Drama: performance and response	Devising drama	Devising drama	Presenting and performing texts	Presenting and performing texts
Subject Content Outline	Through their practical study, learners need to know how characters and performances communicate ideas and meaning to an audience.	.Learners will study ways of evaluating live theatre with a focus on production and performance elements.	Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.	Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work.	Learners will explore the context of a whole text considering how the social, cultural and historical aspects of the text might have an impact on their realisation.	Learners must develop, apply and practise their skills in acting or design to interpret a playwright's intention, leading them to communicate extracts in a way that will engage an audience.
Aims/Assessment Objectives	Demonstrate knowledge of the development of drama for performance and how a piece is realised.	To be able to analyse and evaluate a performance with sophistication and demonstrate own knowledge of theatre through this	Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an	Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work.	To explore a theme creatively. To use the explorative strategies to create performance material with meaning to impact an	To critique work to aid its development. To structure and shape performance material for film. To demonstrate discipline throughout the

			evaluation of their own work.		audience.	rehearsal process.
Assessment	Formative Assessment: Peer, self and teacher throughout.	Summative Mock Exam	Formative Assessment: Peer, self and teacher throughout.	Summative Mock Exam Performance and Mock Controlled Assessment.	Formative Assessment: Peer, self and teacher throughout.	Summative Mock Exam Performance
Cross curricular opportunities	English Media Maths	English Media Maths	English Music etc	English Music etc	English History	English History
Social, Moral, Spiritual, Cultural	Students will work in a variety of groups, and pairs. As well as prepare individual work.	Students will work in a variety of groups, and pairs. As well as prepare individual work. They will explore the moral and historic context, along with pirate symbols/signs.	Students will work in a variety of groups, and pairs. As well as prepare individual work. They will explore the history of clowning and look at the culture linked to it.	Students will work in a variety of groups, and pairs. As well as prepare individual work. Students will watch an extract of The Kid, and explore the history of silent movies.	Students will work in a variety of groups, and pairs. As well as prepare individual work. Students will explore the social and moral aspects of lying and its consequences.	Students will work in a variety of groups, and pairs. As well as prepare individual work. They can explore morals, and the consequences of gossip. The social groups in society.
Homework	Logbook and theatre notes.		Logbook and research.		Logbook, research and rehearsal.	