



# ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

<b>Learning Overview for Drama</b>  <b>Year Group: 10</b>					
<b>Term</b>	<b>Key topics / scheme of work</b>	<b>What most pupils will learn (prior assessment may alter starting point and content)</b>	<b>How might this learning be extended?</b>	<b>How will this learning be assessed?</b>	<b>Opportunities for spiritual, moral, social and cultural development and/or Christian distinctiveness</b>
Term 1 (or 'topic' if teaching order may vary)	<b>Devising and practitioners</b>	<p>To learn and develop different approaches to creating drama from different theatre practitioners.</p> <p>To expand understanding through the creation of scenes focused on each practitioner's techniques.</p> <p>Devising lessons to include:</p> <ul style="list-style-type: none"> <li>• a series of workshops based on the work of The</li> </ul>	Further research on practitioners and their work.	Teacher/peer SIR assessment using whole class direction to respond to feedback and improve group work.	<p><b><u>Spiritual</u></b></p> <p>Challenge of beginning qualification work and learning to manage time in order to meet a deadline.</p> <p><b><u>Moral</u></b></p> <p>Learning to understand how theoretical drama practitioners have developed techniques in order to communicate meaning about complex themes and issues to audiences.</p> <p><b><u>Social</u></b></p>





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		<p>Paper Birds Theatre Company</p> <ul style="list-style-type: none"><li>• a series of workshops focusing on devising to a brief</li><li>• to explore the use of props as a starting point for drama</li><li>• to use visual stimuli as a starting point for drama</li><li>• to use still image, narration and movement to create a storyboard</li><li>• to develop your storyboard to create a short play</li><li>• to explore the structure of a typical plot</li><li>• to dramatise a traditional story, focusing on structuring the plot</li></ul>			<p>Learning to understand the societal importance of performance through the exploration of the purpose and creative intentions of performance work.</p> <p><b><u>Cultural</u></b></p> <p>Learning about the roles and responsibilities of practitioners and the ideas and practices of theoretical practitioners.</p>
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Terms 2, 3, 4 and 5	RSL	Pupils will rehearse and perform scenes from two texts.	Pupils will be expected to learn their lines for their performances and complete various coursework tasks.	Teacher feedback and peer evaluation during the rehearsal process.	<b><u>Spiritual</u></b> Develop confidence in their ability to succeed through thorough preparation.
	Internal component- Performing Texts	One of these will be from a contemporary text by John Godber and the other will be a soliloquy from a Shakespeare play.		Teacher grading of pass, merit or distinction for both performances (contemporary and modern text).	<b><u>Moral</u></b> Develop their understanding of how to respond to issues, ideas and themes within a text and create and develop performance work which creates meaning for an audience.
		Pupils will also research these texts and complete coursework which involves them considering the play's context , the language used by the playwright and the demands for the actor and the language used to create a role.	Pupils can view examples of both Godber's work and Shakespeare.	Teacher grading of pass, merit or distinction for coursework tasks and review of their performance, including what is needed to achieve to achieve the grade above (where applicable).	<b><u>Social</u></b> Understanding how to contribute to group work and support and motivate others in the group.
		Finally they will review their performance detailing			<b><u>Cultural</u></b> Understand how the context of a play informs its themes, issues and ideas



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		their strengths and areas for improvement.			and explore how these can then be expressed within performance.
<b>Term 6</b>	<b>Revising Devising and practitioners</b>	<p>To revise and develop different approaches to creating drama from different theatre practitioners.</p> <p>To expand understanding through the creation of scenes focused on each practitioner's techniques.</p> <p>Revision lessons to include:</p> <ul style="list-style-type: none"> <li>• a series of workshops based on the work of The Paper Birds Theatre Company</li> <li>• a series of workshops focusing on devising to a brief</li> </ul>	Further research on practitioners and their work.	Teacher/peer SIR assessment using whole class direction to respond to feedback and improve group work.	<p><b><u>Spiritual</u></b></p> <p>Opportunity for students to experience three different approaches to theatre and reflect on which style of theatre they feel drawn to.</p> <p><b><u>Moral</u></b></p> <p>Use of Didactic Theatre (Brecht) to explore political and moral messages in nursery rhymes.</p> <p><b><u>Social</u></b></p> <p>Opportunity to explore varied social situations through drama using different techniques to elicit emotional reactions and deeper more analytical understanding.</p> <p><b><u>Cultural</u></b></p>





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		<ul style="list-style-type: none"><li>• to explore the use of props as a starting point for drama</li><li>• to use visual stimuli as a starting point for drama</li><li>• to use still image, narration and movement to create a storyboard</li><li>• to develop your storyboard to create a short play</li><li>• to explore the structure of a typical plot</li><li>• to dramatise a traditional story, focusing on structuring the plot</li></ul>			Opportunity to research, study and try out ideas of practitioners from different cultural backgrounds and their approaches to drama.
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