

Learning overview for (subject): Drama			Year group: Year 10	
Term	Key topics / scheme of work	What most pupils will learn (Prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1	Intro to KS4 drama Non-naturalistic drama	 Creating and building trust to promote confidence in a new group. How to improvise in a new class dynamic both planned and spontaneous Ways to create and develop a character The importance of energy and confidence within performance The different stage configurations and how they affect the actor/audience relationship The difference between naturalistic and non- naturalistic drama Developing understanding and use of the following techniques: Abstract still images Choral speaking and speaking in canon/repetition Synchronised movement Physical theatre and how this can be used within a script How to evaluate their own and others' work effectively applying IDEA. 	Characterisation Working with other Effective development and application of non- naturalistic techniques Evaluation	Through regular performance the following areas will be assessed: Confidence in performance





	A CHURCH OF ENGLAND		
Stanislavski and naturalism	 Begin to research and apply practitioner theory. Focus on Stanislavski and Brecht Who Stanislavski was and how and why he developed the following ideas: The Given Circumstances Emotion memory Objective and motivation How to apply his techniques to a short, scripted extract How to carry out research effectively 	Research Characterisation Working with others Effective development and application of Stanislavski's and Brecht's techniques Evaluation	Teacher and peer feedback will be given on how practitioner theory has bee applied and the use of techniques.
Brecht and Epic Theatre	 Who Brecht was and his ideas on theatre How to apply Brechtian techniques to convey a social/political message (third person narration, direct address etc). How to carry out research effectively 		





		A CHURCH OF ENGLAND A	CADEMY	
Term 2	Introduction to devising Practitioner influence/ Theatrical genre and style	Introduction to devising: • Dramatic devices • Structure • Character • Working with stimuli Participation in a devising workshop	Research Characterisation Working with others Effective development and application of practitioner influence and theatrical genre and style Evaluation	
		Introduction and research of various additional practitioners Introduction and research of various genres and styles of drama Exploration of practitioner influence and Theatrical genre and style of drama in a series of devised scenes. Create, develop and perform a piece using the techniques of a theatre practitioner/characteristics of a genre of their own choice		 Peer and teacher feedback on the following areas: The application of practitioner theory The application of techniques to create meaning Structure of scene Characterisation
		 Use a stimulus supplied by WJEC from a choice of four Learners must: Show their response as a performance produce a portfolio of supporting evidence 	Research Characterisation Working with others	Internally assessed, externally moderated by WJEC The centre can choose the date for the assessment





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Term 3, 4		Evaluate their performances in supervised	Effective creative, development, rehearsal	
and some		conditions – 1 hour 30 minutes	and performance skills	
of 5				
			Evaluation	
	Eduqas Drama GCSE			
	Euuqas Dialila GCSE			
	Component 1	Introduction and exploration of the set text in preparation		
	Devising Theatre	for Written Exam in Year 11.		
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				Practical and written tasks to
		Introduction and exploration of suitable play texts in	Literacy	be teacher, self and peer
		preparation for Performance in Year 11.	Interpretation	assessed.
	Eduqas Drama GCSE			
	Component 2		Exploration	
	Component 3			
	Interpreting Theatre		Character development	
Most of			Performance skills	
term 5 and				
	Eduqas Drama GCSE			
Term 6	6			
	Component 2			
	Performing from a			
	text			

