



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): DRAMA			Year group: 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 Retrieval and exploration of non-naturalistic techniques Monologues	<ul style="list-style-type: none"> • Creating and building trust to promote confidence in a new group • Exploring imagination and structure within group work • Exploring characterisation and techniques within group work • Ways to create and develop a character • Retrieval of the following areas: <ul style="list-style-type: none"> - The difference between naturalistic and non-naturalistic drama - The different stage configurations and how they affect the actor/audience relationship - The use of abstract freeze frames and creative movement to create atmosphere - Physical theatre and how this can be applied to a script effectively - A variety of drama techniques and how and why they are applied • How to apply learning so far (characterisation, 	Characterisation Effective development and application of non-naturalistic techniques Effective evaluation of these skills Use of space, movement and proxemics to create meaning Creative application of techniques <ul style="list-style-type: none"> • Confidence and energy in performance • Characterisation • Use of techniques • Effective analysis • Research 	The fairy tale group performances will be assessed via the following: <ul style="list-style-type: none"> • Confidence and energy in performance • Characterisation • Use of techniques





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		<p>structure, techniques, energy and confidence) creatively to a short fairy tale group performance.</p> <ul style="list-style-type: none">• How to evaluate their own and others' work• Effectively focusing on what was done, how and why• Retrieval - What a monologue is and why they are used in drama• How to begin to choose a suitable monologue for performance		
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<p>Term 2</p>	<p>Monologues</p> <p>Practitioner theory and practice</p> <p>Further development of Stanislavki</p> <p>Brecht and Epic Theatre</p>	<p>Retrieval of what makes effective characterisation. Retrieval of Stanislavski, who he was and his method on the given circumstances and emotion memory</p> <p>Exploring characters thoughts, feelings and subtext</p> <p>How to rehearse monologues effectively</p> <p>How to use animal characteristics to develop movement skills</p> <p>Responding to peer and teacher feedback in the development of their monologues</p> <p>How to evaluate their strengths and improvements within performance</p> <p>Begin to research and apply practitioner theory. Focus on further development of Stanislavski and introduce Brecht</p> <ul style="list-style-type: none"> • Objective and motivation • How to apply his techniques to a given situation • How to carry out research effectively • Who Brecht was and his ideas on theatre 	<p>Characterisation (Use of vocal and movement skills)</p> <p>Application of Stanislavski techniques in rehearsal and performance</p> <p>Confidence and characterisation within performance</p> <p>Evaluation</p> <p>Research Characterisation</p> <p>Working with others</p> <p>Effective development and application of Stanislavski's and Brecht's techniques</p> <p>Evaluation - what was done, how and why</p>	<p>During a short monologue performance students will be assessed on the following:</p> <ul style="list-style-type: none"> • Characterisation • Confidence • Evaluation of their strengths and required improvements <p>Teacher and peer feedback will be given on how practitioner theory has been applied and the use of techniques</p>
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| | | <ul style="list-style-type: none">• How to apply Brechtian techniques to a given situation to change the actor/audience relationship (third person narration, direct address etc)• How to carry out research effectively | | |
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<p>Remainder of Term 2, Terms 3 & 4 and some of 5</p>	<p>Introduction to devising</p> <p>Eduqas Drama GCSE Component 1</p> <p>Devising Theatre</p> <p>Practitioner influence/ Theatrical genre and style</p>	<ul style="list-style-type: none"> • Responding creatively to stimuli • Structure • Characterisation • Dramatic devices/techniques • How to apply recent learning effectively to a group devised episode(s) • Participation in a devising workshop <p>Introduction and research on Theatre in Education genre</p> <p>Create, develop and perform a T.i.E group piece using the devices/techniques within this genre</p> <p>Use a stimulus supplied by WJEC from a choice of four</p> <p>Learners must:</p> <ul style="list-style-type: none"> • Show their response as a performance • Produce a portfolio of supporting evidence • Evaluate their performances in supervised conditions – 1 hour 30 minutes 	<p>Research</p> <p>Characterisation</p> <p>Working with others</p> <p>Effective development and application of dramatic devices/techniques</p> <p>Research</p> <p>Characterisation</p> <p>Working with others</p> <p>TiE devices/techniques</p> <p>Effective creative, development, rehearsal and performance skills</p> <p>Evaluation</p>	<p>Peer and teacher feedback on the following areas:</p> <ul style="list-style-type: none"> • The application of techniques to create meaning • Structure of scene(s) • Characterisation <p>Internally assessed, externally moderated by WJEC</p> <p>The centre can choose the date for the assessment</p>
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Most of term 5 and Term 6	Eduqas Drama GCSE Component 3 Interpreting Theatre Eduqas Drama GCSE Component 2 Performing from a text	Introduction and exploration of the set text in preparation for Written Exam in Year 11. Introduction and exploration of suitable play texts in preparation for Performance in Year 11.	Literacy Interpretation Exploration Character development Performance skills	Practical and written tasks to be teacher, self and peer assessed
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