

Subject	Drama
Term	Cycle 1
Duration (approx.)	12 weeks
Module	Practitioners

Skills and concepts to be developed and assessed (linking to identified AOs)

An introduction to two pioneering theatre practitioners; Stanislavski and Brecht. The study of these two practitioners will give students insight into two contrasting styles of performance and will give them the opportunity to explore the techniques/methods used in order to create performance work of a specific style.

Creating: students will be taught some of the key techniques used by each practitioner and will explore these in groups when producing performance work. Emphasis will be on the **process** of producing the drama giving students an understanding of what is entailed as a professional actor.

Performing: students will perform in both styles of theatre having gone through the 'processes'. They will perform showing consideration for style and this will be evident in the outcome of performance work.

Responding: students will respond through constant exploration when creating work and precise reflection will take place when evaluating the practitioners and their work/style of performance having experienced this firsthand as performers. Analysis of performance work and skills will be addressed throughout.

Factual knowledge to be taught and assessed (including subject specific vocabulary)

Practitioner: Bertolt Brecht

Style: Epic Theatre/political

Techniques: Verfremdungseffekt, placards, narration, third person dialogue, episodic scene structure, breaking the fourth wall, multi-role play, gestus, montage, symbolic/representational.

Practitioner: Konstantin Stanislavski

Style: Naturalism

Techniques: Method acting, concentration/relaxation, emotion memory, building belief in the character/setting/action, the magic 'If', given circumstances, sub-text, units and objectives, super objective.

Formative Assessment/key pieces of work prior to end of unit:

Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment:

All students will perform, the aim to create a 'polished performance' that has been refined through rehearsal development.

'Application of Skills' and their 'Co-operation and Communication' is monitored throughout the creative process (see threshold).

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Students will recognise some features of performance work and these will be further developed as their repertoire builds to produce more mature performance work. Links will be made whilst students experience the variation of ways in which to work as an actor. They will continue to build upon their prior learning of performance skills. This will continue through further exploration of different characters, themes and settings presented through the scheme. Students will continue to grow in confidence across the three different assessment objectives.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils will speak fluently, concisely and in coherent utterances when expressing an idea or opinion, both in class and group discussion. Pupils are expected to speak in Standard English during class discussions

Link forward: where next for the learning?

Students will continue developing their appreciation for the practitioners and style of performance work through C2 using their skills, knowledge and understanding taken and apply these through exploring scripts.

Subject	Drama
Term	Cycle 2
Duration (approx.)	12 weeks
Module	Script work.

Skills and concepts to be developed and assessed (linking to identified AOs)

Students will explore two texts: 'Totally Over You' by Mark Ravenhill & 'Teechers' by John Godber.

Through this exploration students will apply the skills/techniques of Stanislavski and Brecht introduced in cycle 1 to the two different plays to be able to produce a piece of theatre performed in a specific style.

Creating: students will be go through the creating process by rehearsing two extracts of text as actors would be expected to when working in a specific style of performance.

Performing: students will perform in two extracts from the two plays studied. They will perform showing consideration for style and this will be evident in the outcome of performance work.

Responding: students will respond through constant exploration when creating work and precise reflection will take place when evaluating the performance work. Analysis of style and performance skills will be addressed throughout.

Factual knowledge to be taught and assessed (including subject specific vocabulary)

From page to stage (the practical demands of the text); interpretation, characterisation, character motivation and interaction/relationships, use of space, proxemics, audience awareness.

Vocal skills; accent, volume, pitch, pace, emotional range – tone, timing, intonation, phrasing.

Physical skills; movement, physicality, posture, gesture, facial expressions

See also C1 (practitioners).

Formative Assessment/key pieces of work prior to end of unit:

Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment:

All students will perform, the aim to create a 'polished performance' that has been refined through rehearsal development.

'Application of Skills' and their 'Co-operation and Communication' is monitored throughout the creative process (see threshold).

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Students will build upon their prior learning of key performance skills and important dramatic techniques. These will again be used throughout the module and constantly referred to and addressed in order to improve quality of performance and appreciation of the skill/technique. These skills and use of technique will be used more effectively in future performance work as students become more confident with them and gain more experience using these vital tools in performance work.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils will speak fluently, concisely and in coherent utterances when expressing an idea or opinion, both in class and group discussion.

Pupils are expected to speak in Standard English during class discussions

Link forward: where next for the learning?

In C3 students will continue to put these skills/techniques into practice when producing their own devised work. This will be done through a scheme that introduces students to 'Theatre In Education' where they will have the freedom to produce performance work for a specific audience choosing their preferred style of performance and subject matter.

Subject	Drama
Term	Cycle 3
Duration (approx.)	12 weeks
Module	Theatre in Education (TIE)

Skills and concepts to be developed and assessed (linking to identified AOs)

Students will be taken through a number of teacher led sessions whereby they will be given the relevant information needed such as the key issues, the characters and context. Students will be introduced to Theatre In Education and will then have responsibility to produce their own piece of TIE presenting in any style of their choice

Creating: Students will have to work collaboratively during the teacher led sessions to explore the issues, characters and context. They then have the greater challenge to work as a team to be able to produce a unique performance using the common features of TIE.

Performing: students will perform in the final TIE performance displaying a range of performance skills required to produce an effective piece of theatre.

Responding: Students will respond practically through their contribution to all tasks and should be able to verbalise their thoughts/ opinions appropriately on the subject matter explored. Also, they will be expected to constructively criticise the drama work presented.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

TIE, issue based drama

Devising, stimulus

Style/genre

Plot, content

Climax/Anti climax

Performance skills

Characterisation and interpretation

Interaction/relationships, use of space, proxemics, audience awareness.

Vocal skills; accent, volume, pitch, pace, emotional range – tone, timing, intonation, phrasing

Physical skills; movement, physicality, posture, gait, gesture, facial expressions.

Formative Assessment/key pieces of work prior to end of unit:

Approximately every other week, groups will perform and there is an expectation that all will evaluate the performance of their peers.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

Summative Assessment:

All students will perform, the aim to create a 'polished performance' that has been refined through rehearsal development.

'Application of Skills' and their 'Co-operation and Communication' is monitored throughout the creative process (see threshold).

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Students will build upon their prior learning of key performance skills and important dramatic techniques. These will again be used throughout the module and constantly referred to and addressed in order to improve quality of performance and appreciation of the skill/technique. These skills and use of technique will be used more effectively in future performance work as students become more confident with them and gain more experience using these vital tools in performance work.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils will speak fluently, concisely and in coherent utterances when expressing an idea or opinion, both in class and group discussion. Pupils are expected to speak in Standard English during class discussions

Link forward: where next for the learning?

Students opting for GCSE Drama will have the knowledge of two different styles of performance and their practitioners as well as knowledge of some key genres which can be taken forward into their studies.