



**Overview plans for academic year 2023-2024**

**Subject: Drama**

**Year Group/Cohort: KS4**

	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Skills</b>	<b>Assessment</b>	<b>Subject specific literacy</b>	<b>Cross curricular links</b>
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC
<b>Autumn Term 1</b>	<p>Exploring the uses of varied drama techniques and understanding where to implement these.</p> <p>Understanding that dramatic skills can be used in both voice and body.</p> <p>Independent research and development of own knowledge within different areas of the industry.</p>	<b>Unit 1:</b> <u>Drama Skills</u>	<p>Developing concentration, communication and independent processes through Collaboration.</p> <p>Exploring relevant themes through varied texts and drama technique.</p> <p>Using voice and body control.</p> <p>Providing and receiving constructing criticism to gain further insight into own development.</p>	<p>Using a range of dramatic conventions to demonstrate understanding using different stimuli.</p> <p>Applying and demonstrating drama techniques confidently.</p> <p>Giving and receiving verbal and written feedback.</p>	<p>Complete Unit Award Certificate 1: <i>Drama Skills</i></p> <p>(Summary sheet and Log Book)</p>	<p>Focus, Conventions, Imagination, Theme, Exploration, Control, Improvisation, Concentration, Still image, Hot seating, Space, Technique, Body language, Facial expression, Voice, Pace, Accent, Tone, Ensemble, Confidence, Principle, Monologue, Duologue, Script, Text, Devising, Physical, Comedy, Genre, Leader, Movement, Context, Performance, Warm-up, Direction, Dialect, Detail</p>	<p>English – reading texts and Speaking and Listening</p> <p>PSHE – Social and Emotional Literacy &amp; Personal Development</p> <p>Developing self confidence</p> <p>Giving and receiving verbal and written feedback</p> <p>Theatre trips</p>

<p><b>Autumn Term 2</b></p>	<p>Understand how technology (costume, staging, makeup, lighting) can be used to enhance performance and characters for dramatic effect.</p> <p>Identifying where to implement relevant technologies within lighting and stage design.</p> <p>Independent research of relevant career paths utilising Performance Technology.</p>	<p><b>Unit 2:</b> <u>Performance Technology – Lighting &amp; Stage Design</u></p>	<p>Identifying and explain specific lanterns and their uses.</p> <p>Being able to visualise, imagine and plan specific set and lighting.</p> <p>Explore the effects of angles and colour on mood to create dramatic effect.</p> <p>Demonstrate using light plots and cues using correct vocabulary and technique.</p>	<p>Identifying correct lanterns and the effects on performance, emotion and creating atmosphere.</p> <p>Designing mood boards for lighting and set design for chosen scene(s)/media.</p> <p>Plotting lighting cues and operating lighting equipment</p> <p>- Design makeup/costume relevant to specific scene or play.</p>	<p>Complete Unit Award Certificate 2: <i>Performance Technology – Lighting and Stage Design</i></p> <p>(Summary sheet and Log Book)</p> <p>- Costume /Make up Design as secondary option for reluctant learners</p>	<p>Lantern, Profile, Spot, Flood light, Spread, Spotlight, Film, Gel, Soft/Hard edge, LX, Cues, End-on, Thrust, Promenade, Traverse, In the round, Careers, Costume, Make-up, SFX (Special Effects Makeup), Props, Wings, Set, Flies, Design, Plan, Conduct, Construct</p>	<p>Art &amp; Design – Textiles, Sketching, Careers</p> <p>- Art &amp; Design – Textiles, Sketching, Painting, Makeup, SFX, Portfolio.</p>
<p><b>Spring Term 1</b></p>	<p>Understand how drama can explore relevant themes and issues in todays media.</p> <p>Understand the steps required to devise drama to explore an idea or chosen topic.</p> <p>Understanding the rehearsal process.</p> <p>Using our own knowledge on relevant themes.</p> <p>Research topics to gain insight for planned performance.</p>	<p><b>Unit 3:</b> <u>Exploring Issue-based Plays &amp; Stories</u></p>	<p>Working within a group</p> <p>Devising or scriptwriting</p> <p>Using techniques e.g. Voice, body language and facial expression to enhance performance</p> <p>Implementing independent skills within rehearsal process</p> <p>Watching a live/virtually live performance</p> <p>Evaluating personal and group performance.</p> <p>Giving and receiving constructive criticism.</p>	<p>Find solutions to issues within selected play/story and choose relevant techniques for performance.</p> <p>Be able to use learned techniques to highlight issues and understand topics within performance pieces.</p> <p>Using rehearsal time effectively.</p> <p>Reflecting on experience and performance.</p>	<p>Complete Unit Award Certificate 3: <i>Exploring Issue based Plays &amp; Stories</i></p> <p>(Summary sheet and Log Book)</p>	<p>Issue, Theme, Exploration, Characterisation, Hot seating, Thought tunnel, Soundscape, Reflect Resolution, Monologue, Thought tracking, News, Social Media, Resources, Devising, Genre, Duologue, Quote, Facts, Document, Report, Research, Statistics, Context, Performance</p>	<p>English – Speech &amp; Language, Writing</p> <p>Social Skills</p> <p>PSHE – Relevant topics</p>

<p><b>Spring Term 2</b></p>	<p>Research and understand different styles of puppets and how they are made and operate.</p> <p>Learn about different puppetry styles and techniques throughout history.</p> <p>Understand ways in which puppets can operate on different scales.</p>	<p><b>Unit 4:</b> <u>Puppets – Using and Making Puppetry for a Drama Performance</u></p>	<p>Design and create a puppet using different materials</p> <p>Demonstrating different ways to control our body.</p> <p>Watching different examples of puppetry</p> <p>Using voice and body to create a fully realised character.</p>	<p>Design and make a large puppet with a group or independently.</p> <p>Use a puppet within a group performance or duologue.</p> <p>Demonstrate techniques and puppetry skills with a fully realised character.</p>	<p>Complete Unit Award Certificate 4: <i>Using and Making Puppetry for a Drama Performance</i></p> <p>(Summary sheet and Log Book)</p>	<p>Expression, Manipulate, Characterise, Marionette, String-puppet, Hand puppet, Design, Create, Operate, Script, Movement, Voice, Accent, Shadow, Body Language, Details, Character, Theme</p>	<p>Art &amp; Design – Textiles, Sketching</p> <p>History</p>
<p><b>Summer Term 1</b></p>	<p>Understanding and identifying specific roles within writing and filming a short film.</p> <p>Understanding the importance of planning a storyboard and pitching ideas within a group.</p> <p>Understanding and identifying difference between acting for screen and stage.</p> <p>Using independent research to identify career opportunities and pathways.</p>	<p><b>Unit 5:</b> <u>Writing &amp; Filming a Short Film</u></p>	<p>Storyboarding and pitching an idea.</p> <p>Working independently and within a group following a job role.</p> <p>Using correct drama technique for acting in a film.</p> <p>Creating a script specific for project.</p> <p>Shooting a short film and using equipment.</p> <p>Editing a short film layering sound and special effects.</p>	<p>Identifying your job role within a group and identifying what techniques to use.</p> <p>Use specific software and tools to edit a short film.</p> <p>Evaluating personal experience and performance.</p> <p>Giving and receiving constructive criticism.</p>	<p>Complete Unit Award Certificate 5: <i>Writing and Filming a Short Film</i></p> <p>(Summary sheet and Log Book)</p>	<p>Storyboard, Shooting, Camera, Angles, Frame Close up, Pan, Audio, Microphone, Director, Crew, Job, Set, Design, Sound, Lights, Effects, Script, Theme, Context, Props, Character, Genre, Short, Preview, Layering, Edit, Pitch</p>	<p>Art &amp; Design – Sketching</p> <p>English – Writing</p> <p>Careers</p>
<p><b>Summer Term 2</b></p>	<p>Understanding the context of chosen extract or performance piece.</p> <p>Understanding your role within a group.</p>	<p><b>Unit 6:</b> <u>Performing a Role in a Group Performance Piece</u></p>	<p>Rehearsing, staging and performing a play or extract for an audience.</p> <p>Developing and making choices for your character.</p>	<p>Showcasing skills within a performance to an audience.</p> <p>Celebrating our successes.</p>	<p>Complete Unit Award Certificate 6: <i>Performing a Role in a Group Performance Piece</i></p> <p>(Summary sheet and Log Book)</p>	<p>Rehearsal, Staging, Extract, Stage directions, Marking out, Upstage, Downstage, Stage left, Stage right, Centre stage, Off-book, Proxemics, Subtext, Context, Technique,</p>	<p>English – Speech &amp; Language</p>

	<p>Researching to assist with performance and character development.</p> <p>Understanding the importance of constructive criticism and how/why we use it</p> <p>- Or completion of missed units</p>		<p>Identifying the subtext and linking emotion or actions within your text.</p> <p>Applying our learned skills throughout completed units.</p> <p>Watching a live/virtually live performance</p>	<p>Reflecting on experience and performance.</p>	<p>- Opportunity for any Gifted and Talented students sit externally assessed Lamda Qualification.</p>	<p>Script, Scene, Dynamics, Voice, Presence, Body Language, Expression, Emotion, Character, Skill, Accent, Profile</p>	
--	---	--	--	--	--	--	--

**Subject Information including exam board details:** AQA Unit Award Scheme (possible Lamda option for G&T students)

**Rationale:** The scheme is designed with an alternating half termly focus on acting/performance and performance technology units with the intention of being inclusive to students with additional needs/confidence issues who may struggle with performing. The high emphasis on performance technology enables students to gain practical experience for potential FE education/ employment opportunity and promotes greater breadth of career aspiration in the industry.

**Careers linked to this subject area:** Actor, Director, Scriptwriter, Stage Manager, Costume Designer, Set Designer, Lighting Designer, Production Crew, Make-up, SFX Makeup, Public Speaker, Storyteller, Children’s Entertainer, Teacher, Free-lance, Public Relations, Voice Actor, Agent, Radio, Podcast, Photography, Chaperone, Compering, Presenting, TV & Film, Overseas, Mascot, Puppetry, Choreographer, Instructor, Composer, Health & Social Care, Music, Dance, Comedy, Social Media Influencer.

Any other communication or creative jobs e.g. Customer Service/Relations, Health & Social Care, Coordinators, Events

**Enrichment Opportunities:** Theatre trips to local theatres, visiting artist workshops/speakers, careers events within industry e.g. BBC Media city, Liverpool theatres.