

Drama

Term 1: (30 lessons)

Context and Bigger Picture: (What are the overarching aims/themes of the unit or project?)

Theme – Component 2

Practical Workshops

(AIM A) Use rehearsal or production/design processes

Students will be introduced to a scripted play where they will be expected to identify the theatre style, identify theatre practitioner, stage an extract from the script and throughout the process of rehearsal develop their characterisation.

Students will also through workshops develop their use of style and performance skills.

Performance of script extract.

(AIM B) Apply skills and techniques in performance or realisation

Coursework response to their process and outcomes

Theory/coursework (AIM C) Review own development and application of performance or design skills

Students will complete logbooks of their process within the workshops and rehearsals. The purpose of this is to identify their successes and developments needed.

Challenge and stretch

C2

- Explore more than one character within the chosen play
- Explore the more than one work of your chosen playwright

QFT strategy for vulnerable groups

- Chunking and more clarity of instructions.
- More frequent, shorter tasks.
- More opportunities for recall/recap
- Visual aids through teacher model and WAGOLLS
- Personalised resources to suit individual needs – size of font, colour of paper and size of paper

SMSC

Developing resilience, confidence, empathy, self-esteem and self-awareness

Developing awareness of and responding to others' needs and wants

Allowing insight, self-expression and the chance to walk in someone else's shoes

Using different dramatic conventions to encourage empathy

How the scheme aligns with the requirements of examinations linked to BTEC TECH Award Performing Arts (Acting)

Key drama skills - Identified and embedded throughout the BTEC specification

C2 – Performing a script extract (30 100 minute lessons)

Command words -Students will receive a breakdown of meanings for their planners

- Explore
- Identify
- Demonstrate
- Effective
- Review
- Reflect
- Show
- Explain
- Select

Literacy Opportunities

C1 – ORACY Activity – Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.

WRITING Activity – collating and interpreting research for their exam coursework

READING Activity – Studying play extracts, researching practitioners and their works

C2 –ORACY Activity – Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.

WRITING Activity – Logbooks, research on performance skills and workshop milestone responses

READING Activity – Play script and research on playwright and style

Interleaving [where to revisit content. Learning builds on prior learning]

Interleaving Key
Links to professional theatre practitioners
Performance skills
SMSC/Cultural
Literacy Opportunities

Performance Skills

C2

- Pace
- Develop
- Focus
- Characterisation
- Empathy
- Evaluate
- Develop
- Sustain
- Climax
- Anti – Climax
- Style
- Tension
- Levels

Homework opportunities

C1 - Extend your C1 research at home to add depth and clarity to your coursework.

C2 – Research your C2 chosen playwright at home to identify further links to their work and practice.

Link to Practitioner	Timings allocated	Pedagogical methods	Assessment	Resources
<p><u>Component 2</u></p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Identify, explore and demonstrate the theatre style within a professional play • Identify theatre practitioner links to a professional play • Demonstrate mastery of skills through log book entries 	<p>Lesson 1 - 30</p>	<p>Component 2 BTEC – Developing Skills and Techniques in the Performing Arts</p> <p>The students have explored this component within Year 9 and within HT1 of the Year 10 curriculum</p> <p><u>Practical Workshop Activity</u> (AIM A) <u>ALL SESSIONS TO BE RECORDED</u> (All tasks are available on the Year 11 Component 2 PowerPoint Presentation)</p> <p>The teacher will and can guide the students on how to present their chosen text (teacher to choose a text) but exam rules state it has to be the learners work.</p> <p>Students will be introduced to a professional scripted play – they will be expected to read the play as whole to enable them to understand the style, characters, relationships and plot.</p> <p>Throughout the practical process the students will be required to make notes and complete log entries each lesson within their Component 2 booklets. (See Component 2 booklet)</p> <p>For the task the students are required to work in groups of 1 – 7</p> <p>Throughout the practical exploration the students will be expected to independently:</p>	<p>Theme – <i>Component 2</i></p> <p><u>Practical Workshops</u> (AIM A)</p> <p>Students will be introduced to a scripted play where they will be expected to identify the theatre style, identify theatre practitioner, stage an extract from the script and throughout the process of rehearsal develop their characterisation. Students will also through workshops develop their use of style and performance skills.</p> <p><u>Performance of script extract</u> (AIM B)</p> <p>Students will perform this extract for and audience and camera</p>	<p>Year 10 Component 2 PowerPoint Presentation</p> <p>Year 10 Component 2 Booklet</p> <p>Component 2 grading criteria</p> <p>Video camera</p> <p>Script Extract</p>

<ul style="list-style-type: none"> • Effectively stage a professional script extract • Develop characterisation • Identify the correct set, costume and props required for a professional performance • Perform a sustained character within a professional script extract 		<ul style="list-style-type: none"> • Identify the theatre style • Identify the theatre practitioner linked to the play • Stage an extract from the play • Identify costume, set and props required for their chosen extract • Throughout the process of rehearsal develop their characterisation. <p><u>Performance of script extract</u> (AIM B) Students will perform their chosen extract for an audience and to camera.</p> <p><u>Coursework Activity</u> (AIM C) - The coursework will be presented in a word based booklet.</p> <p>All students will be given an accessible booklet (to meet individual needs) to guide them through the written element of the component. This will be available in their work areas and on paper.</p> <p>The teacher can guide the students on how to present the information but exam rules state it has to be the learners work.</p> <p>The booklet includes a logbook where the students will reflect on each practical lesson within the process, tasks to explore the play studied and key terminology they are required to master within the component. (All coursework is to be completed within the Component 2 booklet)</p>	<p><u>Coursework</u> (AIM C) Students will complete logbooks of their process within the workshops and rehearsals. The purpose of this is to identify their successes and developments needed.</p> <p>See BTEC grading criteria – C2</p>	
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Drama

Half Term 3-5: (36 lessons)

Context and Bigger Picture: (What are the overarching aims/themes of the unit or project?)

Theme – Component 3

Practical

Students will be introduced to another performance brief (past BTEC exams) where they will be expected to create a devised drama based on the given title and expectations of the brief. The students will be expected to identify the theatre style they want to explore and identify theatre practitioner they are inspired by within their ideas.

A target audience will be chosen to allow the students to pitch the performance correctly. During the process the students will direct and stage their devised drama and throughout the process of rehearsal develop their characterisation and chosen style.

Theory/coursework

Students will write about milestones within the process.

Response/development

Challenge and stretch

C3

- Add music to your devised drama to create atmosphere and tension.
- Use costume and props within a performance
- Use all 3 theatre styles within your devised performance.

QFT strategy for vulnerable groups

- Chunking and more clarity of instructions.
- More frequent, shorter tasks.
- More opportunities for recall/recap
- Visual aids through teacher model and WAGOLLS
- Personalised resources to suit individual needs – size of font, colour of paper and size of paper

SMSC

Developing resilience, confidence, empathy, self-esteem and self-awareness

Developing awareness of and responding to others' needs and wants

Allowing insight, self-expression and the chance to walk in someone else's shoes

Using different dramatic conventions to encourage empathy

How the scheme aligns with the requirements of examinations linked to BTEC TECH Award Performing Arts (Acting)

Key drama skills - Identified and embedded throughout the BTEC specification

C3 – Responding to a brief (36 100 min lessons)

Command words -Students will receive a breakdown of meanings for their planners

- Explore
- Identify
- Demonstrate
- Effective
- Review
- Reflect
- Show
- Explain
- Select

Literacy Opportunities

C1 – ORACY Activity – Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.

WRITING Activity – collating and interpreting research for their exam coursework

READING Activity – Studying play extracts, researching practitioners and their works

C3 - ORACY Activity – Performance vocal skills, reflecting and evaluating their work and that of others and use of specific subject language.

READING Activity – Research on theme and theatre style chosen

WRITING Activity Milestone responses.

Interleaving [where to revisit content. Learning builds on prior learning]

Interleaving Key
Links to professional theatre practitioners
Performance skills
SMSC/Cultural
Literacy Opportunities

Performance Skills

C3

- Pace
- Develop
- Focus
- Characterisation
- Empathy
- Evaluate
- Develop
- Sustain
- Climax
- Anti – Climax
- Style
- Tension
- Levels

Homework opportunities

C3 – Research your theme and find document to aid your content and process

Link to Practitioner	Timings allocated	Pedagogical methods	Assessment	Resources
<p><u>Component 3</u></p> <p>Key Learning:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Respond to a brief to effectively create a devised drama for an audience • Develop ideas in response to a brief • Select and develop skills and techniques for a performance • Develop ideas in response to a brief • Select and develop skills and techniques 	<p>Lesson 1 - 36</p>	<p>Component 3 BTEC – Responding to a brief</p> <p>The students have explored this component within the Year 9/10 curriculum</p> <p>The teacher will and can guide the students on how to present their given theme (teacher to choose a brief/theme) but exam rules state it has to be the learners work.</p> <p>The students will start with a theoretical lesson to allow the students to fully recap on the structure of the creation of an effective devised performance and build a solid foundation for their exploration and process. (C3 specification expectation</p> <p>Below is the structure of the tasks to enable the students to access the component. All tasks are to be planned according to the class and their needs.</p> <ul style="list-style-type: none"> • The planning stages of the devising should be given 6 lessons • The rehearsal and development of the devising should be given approx. 20 lessons • The performance and reflection of the devising should be given 10 hours – this includes times perform for the 	<p>Theme – <i>Component 3</i></p> <p>Performance of devised drama to an audience in relation to the specific brief given.</p> <p>Written milestones</p> <p>See BTEC grading criteria – C3</p>	<p>Year 11 Component 3 PowerPoint Presentation</p> <p>Year 11 Component 3 Booklet</p> <p>Component 3 grading criteria</p> <p>Video camera</p> <p>Component 3 Brief</p>

<p>for a performance</p> <ul style="list-style-type: none"> • Develop and finalise a devised drama • Sustain skills and techniques for a performance • Perform and demonstrate an effective devising performance according to a brief • Provide constructive feedback on and review a live performance 		<p>audience, to write up notes, types notes up and complete the 3 supervised controlled assessments.</p> <p><u>The planning Stage</u></p> <p>Students are to create a mind map on the title ‘What is devising?’ (Mind map available in the Year 11 C3 booklet)</p> <p>The students are to demonstrate within the mind map the knowledge they have so far including:</p> <ul style="list-style-type: none"> • How is a devised drama created? • What can be included within a devised drama? • What skills can be implemented into a devised drama? • How is a devised drama performance? <p>Q&A as a class to identify where the students’ knowledge is placed and what ‘gaps’ need support. Before the next activity can be approached the students will need to demonstrate the above knowledge to allow them to access the work.</p> <p>If the students are not sure there is a PP slide prepared to remind them. (See Year 11 C3 PowerPoint presentation)</p> <p>Teacher to introduce Component 3 - Responding to a brief (devising)</p> <p>The students have had experience of devising in Year 7, 8 and 9. They are aware of how to create a drama. This module however is</p>		
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		<p>to develop devising as a singular skill and go into more depth regarding the process.</p> <p>Form a discussion with the students based around the brief (the title is down to the discretion of the teacher and will be differentiated reflecting on the class being taught) It is important that only one title is given to a whole class as this is the expectation from the exam board.</p> <p>They will naturally all create different ideas based on their experience and knowledge. The process and creation will be the same but the outcomes will portray difference.</p> <p>Key steps/questions when introducing the brief (all key steps/questions are to be answered in the Year 11 C3 booklet)</p> <ul style="list-style-type: none">• Introduce stimulus – What is the title? Break it down to allow the students to access it clearly.• Respond to stimulus – What could the title mean? Why?• Explore ideas – What themes/messages could you explore? Why?• Theatre Style – Non-naturalistic, naturalistic and physical theatre? Why? <p>In small groups (3-7) the students will start to independently plan their devised drama based around the brief discussed.</p>		
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		<p>Teacher to allow the students to complete the activity independently – only support with ideas where you see a group struggling to start their process.</p> <p>Key steps/questions when introducing the brief (all key steps/questions are to be answered in the Year 11 C3 booklet which will be differentiated to allow all students to access the resource)</p> <p>Starting points</p> <ul style="list-style-type: none"> • Theme – For example - a key word to get started • Issue – social, health or safety issues • Characters – who is involved and what are their relationships? • Props – For example – a mask, a key, a box • Time and place – Where is it set? Time of day? Time of Year? • Development of ideas • Structure – How will the drama start and end? • Style – Which practitioner • Skills required – non-naturalistic, physical, vocal • Creative intentions – What is the aims and purport of the devised drama? What message do you intend to portray? <p>After each session - Review and reflect on personal/groups journey and outcomes. Success and developments needed? (all key</p>		
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		<p>steps/questions are to be answered in the Year 11 C3 booklet which will be differentiated to allow all students to access the resource)</p> <p>The students cannot start to practically explore as a group until the planning stage is complete. All groups will be at different stages at this point. When individual groups are ready they can move onto the next activity. This will happen naturally throughout the whole of the devising process.</p> <p>Teacher to allow the students to complete the activity independently – only support with ideas where you see a group struggling to start their process.</p> <p><u>The rehearsal and development stage</u></p> <p>Using their planning the students are to start staging their ideas. They are to use their planned structure to start devising their opening scene. Even though this process is an independent task the teacher is to support the process where applicable.</p> <p>A constant reminder of the points below will need to be displayed throughout the process.</p> <p>Does the drama have?</p> <ul style="list-style-type: none">• A beginning• A middle		
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		<ul style="list-style-type: none"> • An End <p>Have you developed your character?</p> <ul style="list-style-type: none"> • Vocal skills – Pace, pitch and volume • Physical skills – face, body, movement and gesture • Appropriate humour or emotion <p>When performing are you demonstrating and sustaining the following skills?</p> <ul style="list-style-type: none"> • Energy • Focus • Concentration • Commitment • When working with others are you? • Communicating effectively with other performers during rehearsals • Communicating effectively with other performers during performance <p>When communicating ideas through performance are you?</p> <p>Taking part in/contributing towards the performance for an audience.</p> <ul style="list-style-type: none"> • Communicating ideas and intentions effectively to an audience. 		
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		<p>The teacher will support the groups through the devising process.</p> <p>Stopping the students at intervals within the process will allow the students to demonstrate the progress in their performance and to allow them to assess the content and effectiveness.</p> <p>After each session - Review and reflect on personal/groups journey and outcomes. Success and developments needed? (all key steps/questions are to be answered in the Year 11 C3 booklet which will be differentiated to allow all students to access the resource)</p> <p><u>The performance and reflection stage</u></p> <p>Students to type up workshop notes (3 A4 sides) STARTNIG POINT, DEVELOPMENT AND REFLECTION</p> <p>Students to complete 3 controlled assessment write ups</p> <p>Students will perform their devised drama for an audience and for camera. REAL EXAM</p> <p>After each performance the audience members will review, reflect, feedback to their peers and evaluate effectiveness, successes and constructive criticism (all key steps/questions are to be answered in the Year 11 C3 booklet which will be differentiated to allow all students to access the resource)</p>		
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