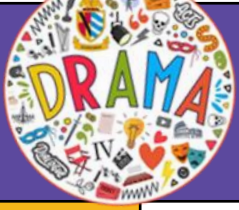
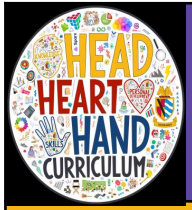


# Drama



|        |   |  |
|--------|---|--|
| Term 1 | <b><u>Introduction to Drama</u></b> and exploration of key skills within a performance using a text 'The Pig' by Roald Dahl   | <b><u>Practical Assessment- Week 6/7</u></b>     |
| Term 2 | <b><u>Introduction to Melodrama</u></b> and exploration of key techniques within that style of theatre. Performance of a Pantomime script using stock characters and the style of 'Melodrama' | <b><u>Practical Assessment- Week 6/7</u></b>     |
| Term 3 | <b><u>Introduction to Soap Opera's</u></b> and exploration of television script vs a stage script. Performance of a soap script using stock characters and the style of 'Melodrama'           | <b><u>Practical Assessment- Week 6/7</u></b>     |
| Term 4 | <b><u>Live Theatre Review of Treasure Island</u></b> pupils explore key acting and design elements then create a written response to the production.  | <b><u>Written Assessment- Week 5/6</u></b>       |
| Term 5 | <b><u>Devising 'Adventure Island'</u></b> pupils create their own performance based on a character from Treasure island using key drama skills & techniques                                   | <b><u>EOY-Practical Assessment- Week 7/8</u></b> |
| Term 6 | <b><u>Exploration of 'Kite'</u></b> SOW exploring the theme of conflict and how to show this within a drama performance using drama techniques.   | <b><u>Formative Assessment- Weeks 2/4/6</u></b>  |



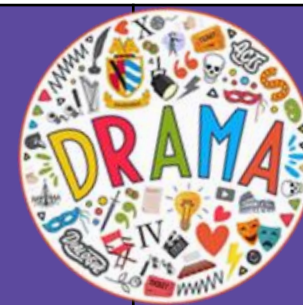
# Drama



|                      |   |   |
|----------------------|---|---|
| <p><b>Term 1</b></p> | <p><b><u>'Detention Centre'</u></b> pupils explore what it takes to create a backstory and implement this within a scene whilst creating a script</p>   | <p><b><u>Formative Assessment- Weeks 2/4/6</u></b></p>  |
| <p><b>Term 2</b></p> | <p><b><u>'Urban Myths &amp; Legends'</u></b> pupils explore a range of myths and in the style of non-naturalism create a performance on their own myth or legend or one of their own creation</p>               | <p><b><u>Practical Assessment- Week 6/7</u></b></p>     |
| <p><b>Term 3</b></p> | <p><b><u>Theatre in Education-Missing Dan Nolan</u></b> pupils explore the style of TIE and the techniques and implement this into a performance using the text</p>   | <p><b><u>Practical Assessment- Week 6/7</u></b></p>     |
| <p><b>Term 4</b></p> | <p><b><u>Physical Comedy</u></b> pupils explore this style of performance and use devising to create short scenes in this style with the techniques of stage combat.</p>  | <p><b><u>Formative Assessment- Weeks 2/4/6</u></b></p>  |
| <p><b>Term 5</b></p> | <p><b><u>Curious Incident of the dog in the Night-time</u></b> pupils explore the text of the play and are introduced to physical theatre and will use this style of theatre alongside script for their EOY</p> | <p><b><u>EOY-Practical Assessment- Week 7/8</u></b></p> |
| <p><b>Term 6</b></p> | <p><b><u>The Street</u></b> pupils explore forum theatre through a narrative and will create performances around this</p>   | <p><b><u>Formative Assessment- Weeks 2/4/6</u></b></p>  |



# Drama



1 lesson every 2 weeks

**Term 1**

**'Introduction to GCSE Drama'** pupils explore both Component Two-Texts In practice with the script 'DNA' performing an extract and will then explore Component Three-Section A

**Practical Assessment - Week 4**

**Written Assessment- Week 12**

**Term 2**

**'Introduction to B-Tech Performing Arts'** pupils explore a range of components within the course exploring design elements of Costume, Set & Lighting

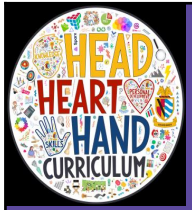
**Practical Assessment - Week 4**

**Design Assessment- Week 12**

**Term 3**

**Introduction to Practitioners-Devising** pupils explore a range of naturalism/non-naturalism practitioners and devise a performance in that style using their techniques

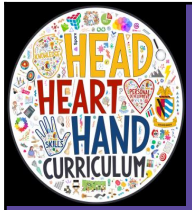
**EOY-Practical Assessment-  
Week 7/8**



# Drama



|                              |  |  |
|------------------------------|--|--|
| <p><b>Term 1</b></p>         | <p><b><u>'Introduction to GCSE Drama &amp; Too Much Punch for Judy-TIE'</u></b> pupils are introduced to the structure of the course &amp; then will explore a set text of TMPFJ in the style of 'Theatre in Education' and will perform an extract for assessment</p> | <p><b><u>Practical Assessment- Week 7/8</u></b></p>                  |
| <p><b>Term 2</b></p>         | <p><b><u>'Component One-Introduction to Devising'</u></b> pupils explore a range of practitioners and start to create their own devised performance from a stimulus thinking about: Style, Form, Structure &amp; Character</p>   | <p><b><u>Practical Assessment Scene 1-3- Week 7/8</u></b></p>        |
| <p><b>Term 3 &amp; 4</b></p> | <p><b><u>'Component One-Introduction to Devising- Performance'</u></b> pupils explore a range of practitioners and start to create their own devised performance from a stimulus thinking about: Style, Form, Structure &amp; Character</p>                            | <p><b><u>Practical Assessment 10% GCSE- Term 4- Week 6/7</u></b></p> |
| <p><b>Term 5</b></p>         | <p><b><u>'Component One-Introduction to Devising-Portfolio'</u></b> pupils will answer a range of 6 questions analyzing and evaluating their devising process</p>  | <p><b><u>Summative Written Assessment 30% GCSE- Week 8</u></b></p>   |
| <p><b>Term 6</b></p>         | <p><b><u>'Introduction to Component Three-Section A-DNA'</u></b> pupils explore the set text of DNA exploring themes/context/plot &amp; then start to answer the 4 &amp; 6-mark question</p>   | <p><b><u>Formative Written Assessment- Weeks 4 &amp; 6</u></b></p>   |



# Drama

