

Meden School Curriculum Planning							
Subject	Drama	Year Group	10	Sequence No.	1	Topic	Learning A – Component 1

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Prior learning from Year 9 work on</p> <p>Drama skills</p> <p>Vocal</p> <p>Pitch</p> <p>Pace</p> <p>Tone</p> <p>Volume</p> <p>Physical</p> <p>Pace</p> <p>Gestures</p> <p>Movement</p> <p>Characterisation</p> <p>Interpretative</p> <p>Character reaction on stage</p>	<p>New specification - starts 2022</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.</p> <p>Students will explore three plays – National Theatre</p> <p>Peter Pan</p> <p>Jayne Eyre</p> <p>Treasure Island</p> <p>Task 1 To Investigate how professional performance or production work is created</p> <p>Student's will gain a practical appreciation of professional work by exploring existing performance material in acting, They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing</p>	<p>Exploring the themes of the plays, such as fantasy, childhood, growing up, friendship, greed, gender, love, marriage, moral dilemmas, poverty romance, Victorian roles of women focusing on ways in which the key themes can educate the students to understand the inequalities form the past and in the present.</p>

<p>Character interaction on stage Energy on stage Use of space Use of props</p>	<p>style, and how they communicate ideas to their audience through stylistic qualities.</p> <p>Acting styles and genres, e.g. absurd, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism.</p> <p>Creative stylistic qualities, to include: treatment of theme/issue of production elements form/structure/narrative response to stimulus style/genre contextual influences collaboration with other professionals influences by other creatives, e.g. theatre makers.</p> <p>Purpose and its influence on stylistic qualities, to include: to educate to inform to entertain to provoke to challenge viewpoints To raise awareness to celebrate</p> <p>Task 2 Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p><i>Students will explore and participate in workshops and classes to develop their knowledge and understanding of the</i></p>	
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	<p><i>interrelationships between processes, techniques and approaches that contribute to performance repertoire.</i></p> <p>Watching key clips from the performances of the three National Theatre plays of Peter Pan, Jayne Eyre, and Treasure Island to evaluate how the set designer, lighting designer, costume designer all approach the text and the processes that are used in rehearsal.</p> <p>Exploring key moments from the text of the three National theatre performances and using rehearsal methods in rehearsal and the processes used from page to stage.</p> <p>Students will also get the opportunity to see a live theatre production and will then evaluate both the production elements and performance style.</p> <p>Processes used in development, rehearsal and performance Processes, techniques and approaches used to create work, to include: responding to stimulus to generate ideas for performance/design material o exploring and developing ideas to develop material discussion with performers/designers setting tasks for performers/designers sharing ideas and intentions teaching material to performers (if applicable) developing performance material/designs and outcomes organising and running rehearsals/production process refining and adjusting material to make improvements</p>	
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	<p>providing notes and/or feedback on improvements.</p> <p>Production process Processes such as: rehearsal production technical rehearsal dress rehearsal, performance, post-performance evaluation/review.</p> <p>In response to Task 1, students will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work.</p> <p>Students will also cover the skills and responsibilities required and the influences of other work.</p> <p>In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1. The assignment will take approximately 12 supervised hours to complete</p>	
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