

Meden School Curriculum Planning							
Subject	Drama	Year Group	10	Sequence No.	2	Topic	Component 2

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>Character interaction on stage</p>	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Learning outcome A: Use rehearsal or production/design processes</p> <p>Rehearsal/design process Learners will participate in rehearsal or production/design practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.</p> <p>They will complete all the content appropriate for their chosen role.</p> <p>Health and safety.</p> <p>Behaviours and attitudes when working with others, such as: cooperation, being supportive, listening to others, punctuality consistency, commitment, reliability, being prepared o being respectful of others' opinions and skills.</p> <p>Interpreting existing performance material such as scripts and repertoire.</p>	<p>Themes and issues are explored in the professional plays to include</p> <p>Friendship, poverty, class divide in Liverpool in 1960's, growing up, family, childhood.</p>

<p>Energy on stage Use of space Use of props</p> <p>Prior work form component 1</p> <p>Processes Approaches Techniques used in theatre</p>	<p>Reviewing and recording development of skills, techniques and progress in a logbook or portfolio.</p> <p>Responding to peer feedback, absorbing and applying feedback and corrections.</p> <p>Exploring themes, ideas, styles or genres.</p> <p>Interpreting performance material and repertoire as a designer, e.g.: experimenting with skills and techniques testing materials, for example costume fittings, lighting states, sound effects, set pieces</p> <p>developing props, materials, costumes, spaces and technical elements such as lighting and sound visualisation, such as model boxes, maquettes, drawings, virtual spaces, floor plans</p> <p>interpreting and realising design elements from existing performance material.</p> <p>Performer reproducing existing performance material such as scripts and repertoire, e.g.: being prepared, warming up and cooling down, repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, interpreting and developing a character/role.</p> <p>Responding to direction.</p> <p>Learning outcome B: Apply skills and techniques in performance or realisation</p> <p>Learners will apply interpretative skills and techniques appropriate to the selected discipline in a performance or design realisation. They will cover either the performance or design skills as appropriate to selected discipline.</p>	
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	<p>Application of skills and techniques in/for performance</p> <p>Performance skills needed by performers, including: physical skills relevant to the performance discipline, e.g. actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p> <p>vocal and musical skills relevant to the performance discipline, e.g. accent, breath control, characterisation, clarity and articulation, communicating, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause</p> <p>other performance and interpretative skills relevant to the performance discipline, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, tuning, use of space.</p> <p>Design skills needed by designers relevant to the discipline, which will include:</p> <p>interpreting the director's brief</p>	
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	<p>Researching, pitching ideas, developing and shaping ideas, e.g. mood boards, producing draft sketches, making changes or refining ideas and creating final designs appropriate to discipline, such as: – costume, e.g. annotated drawings showing construction methods and materials or digital recordings with voiceover commentary – set, e.g. scale plans, model boxes and annotated drawings or digital recordings with voiceover commentary – props, e.g. scale plans, 3-D models and annotated drawings or digital recordings with voiceover commentary – masks, e.g. models and annotated drawings or digital recordings with voiceover commentary – makeup, e.g. facial plan, methods and materials – lighting, e.g. scale lighting plans, CAD models and annotated drawings, digital recordings with voiceover commentary discussing colours used, effects used, lighting used – sound, e.g. sourcing soundtracks and/or sound effects, recording effects, trialling sound elements, making changes, refining ideas and creating and communicating final designs.</p> <p>Use of performance or design skills to express stylistic qualities of material.</p> <p>Application of performance/design skills appropriate to performance repertoire.</p> <p>Application of interpretative skills such as expression, character, mood and atmosphere.</p> <p>Adapting to issues or unplanned events in a performance (if applicable).</p> <p>Application of stylistic characteristics particular to the style or genre.</p>	
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	<p>Communicating meaning of repertoire through: interpretation and realisation of creative intentions o demonstrating the appropriate style and influences o expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.</p> <p>Learning outcome C:</p> <p>Review own development and application of performance or design skills</p> <p>Students must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances. The review can include recordings, annotations and/or written content.</p> <p><i>Review rehearsal/design processes</i> Developing skills such as physical, vocal, musical, design and interpretative. Responding to feedback, e.g. director, choreographer, instructors, peers. Identifying strengths and areas for development. Actions and targets for improvement. Reference to professional working practices. Use of terminology appropriate to the discipline/style of performance.</p> <p>Review performance/outcomes</p>	
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	<p>Applying skills such as physical, vocal, musical, design and interpretative. Responding to audience feedback. Identifying strengths and areas for future development. Actions and targets for future performances. Reference to professional working practices. Use of terminology appropriate to the discipline/style of performance</p> <p>The assignment for this component consists of three tasks.</p> <p>In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.</p> <p>In response to Task 2, learners will showcase performance or production designs for an audience.</p> <p>In response to Task 3, learners will review the development and application of skills and techniques during the process and after.</p> <p>The assignment will take approximately 5-6 supervised hours to complete.</p>	
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