



Year 10 Curriculum intent

Learn to develop academic knowledge of drama and theatre through history, and the importance of creativity and the dramatic arts to our culture. You will gain extensive knowledge of the vocal and physical skills of an actor and the techniques in approaching devising drama and scripted theatre. **You will** develop skills in acting, devising, performance, public speaking, presentation and theatre design. You will learn to collaborate and engage in creative learning with others to produce outstanding, thought-provoking work. You **will become** articulate, confident, highly skilled performers who can appreciate the value and importance of the dramatic arts.

Year 10 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Acting Skills Development & Drama terminology	Component 2: Devising Drama	Component 3: Texts in Practice	Component 2: Devising Drama (practical) 40% of the course	Component 1: Written paper set text '<i>Blood Brothers</i>' and Live Theatre Review.

Key Question

How do I use vocal skills, physical skills, facial expressions, and staging terminology to enhance my acting, create character and staging and communicate with an audience?	How do I use a stimulus and improvisation to devise an original piece of drama? How do I structure this devised piece, so the plot is accessible to my audience?	How do I fully utilise my learnt knowledge of performance skill to perform my examined scripted extracts to communicate my dramatic intentions to an audience?	How do I achieve a high band GCSE original Drama in a Brechtian or Stanislavskian style, that will achieve me my personal best in this 40% unit of my GCSE?	How do I interpret <i>Blood Brothers</i> through practical performance and ensure that I create and communicate the artistic meaning of the script in performance and in written response? How do I apply my knowledge and understanding of theatre and performance to write a structured live theatre performance review in my written exam?	
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Key Vocabulary

- Pace , Pitch - Projection, - Tone, intonation - emphasis, - Posture - Gait, Gesture - Facial expression	- Stimulus and dramatic intentions - Synchronisation - Freeze Frame - Thought Tracking - Circle of conscience - Split Stage - Brechtian	- Directorial Intentions - Dramatic Irony - Naturalistic, non-naturalistic. . - Characterisation - Genre - Contextualisation	- Stimulus and dramatic intentions - Synchronisation - Split Stage - Brechtian Verfremdungseffekt - Plot, narrative development - Brecht, Stanislavski and practitioners.	- Accent- Scouse and Received Pronunciation - Describe, analyse, evaluate. - Nurture and nature - Spatial Relationships - Dramatic Irony - Social divide	
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	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	Acting Skills Development & Drama Terminology Physical performance skills: posture, gait, demeanour, gesture, facial expression including eye contact, spatial relationships and positioning on stage. Vocal skills: pitch, pace and pause, projection, accent, tone, intonation, emphasis, enunciation. - Director, actor, costume, set, light, and sound designer, producer, stage manager, Front of House - Stage configurations; end on, thrust stage, traverse stage, in the round, proscenium and promenade stage.	- Whilst developing your knowledge on acting skills you will apply these theatrical skills to realise artistic intentions in live performance. - You will learn to utilise varied vocal and physical skills appropriate to character in all performance work and recognise how professional actors use vocal skills - You will demonstrate and understand the work of theatre-makers, the roles within the theatre as well as understanding directorial and actor intentions and stage configurations.	You will have studied 'The skills of an actor' at Key stage 3, therefore will have some knowledge of stage directions and configurations, these will be developed understanding purpose and meaning behind these. Acting Skills Development & Drama Terminology is taught primarily to develop a skilled base and 'language of theatre' terminology. This will be built on skills learnt throughout KS3. The 'language of theatre' is utilised throughout all 3 GCSE components, so you will need a clear understanding before beginning each of the components.
2	Component 2: Devising Drama - Devising is the process of collaboratively creating and developing ideas to communicate meaning for drama performance. - Non-Naturalistic drama is a term used to define any theatre that does not focus on life-like representation on stage. Specific techniques are used to remind the audience they are watching a piece of theatre. - Devising techniques to develop a plotline or narrative development include, Improvisation Freeze Frame, Thought Tracking, Circle of conscience, synchronisation and Split Stage. - Theatrical Practitioners including Brecht, Stanislavski, Frantic Assembly and Godber.	- You will create a devised original drama from a selection of 3 stimuli based on the theme, Secrets - You will understand how to developing plot, and character, message, style and practitioner - naturalistic and non-naturalistic, practitioner, directorial intentions. - You will develop your knowledge of practitioners: Brecht, Stanislavski, Frantic Assembly, Godber and implement their techniques.	You will have studied practitioners throughout Key stage 3, allowing you to implement styles and techniques learnt in this unit focusing on chosen style and structuring. You will have been introduced to the key devising techniques throughout key stage 3 and be well accustomed to collaboration and improvisation. You will implement prior devising techniques, developing them to make your own original piece of theatre.
3	Component 3: Texts in Practice - Using varied vocal and physical skills appropriate to character in all performance is essential to the development of characterisation. Apply theatrical skills to realise artistic intentions in live performance. - Characterisation is developed through context including the social, historical and political information of the text. - Staging, blocking, spacial relationships, creative ideas for set, lighting and sound	Whilst exploring texts for performance you will understand casting and how well the role fits a specific person, in terms of playing age, character requirements for example, intimacy and extremes of emotional performance. You will work on genre, acting style, period, cultural, social and economic context, plot, act and scene, character, Dramatic Irony, climax and denouement. All using script.	You were introduced to design elements in Year 9 and how these affect purpose and meaning through performance. Students will develop their knowledge base into practise when developing their scripted performances. In addition, You have studied individual scenes throughout key stage 3 and will utilise their understanding of practical and analytical exploration of scripts to interpret the playwright's dramatic intentions, words, character and plot for the whole play.. You will utilise performance skills developed in the devising and acting skills schemes.
4	Component 1: Written paper set text <i>Blood Brothers</i> <i>Blood Brothers</i>, a musical set in the 1960's by Liverpoolian playwright Willy Russell, revolves around twin boys who are separated at birth and brought up in completely different environments in the city. - Written during a period of huge changes in society and politics, <i>Blood Brothers</i> draws the audience's attention to the detrimental effect that social inequality can have on people's lives. - Practical and analytical exploration of the scripted play in which students interpret a playwright's dramatic intentions, words, character and plot is developed through the scripted performance. - When exploring this text physical and vocal skills are to be applied depending on characters ages, class and social status. - The character relationships and therefore the proxemics that will be effective on stage, relating to previous knowledge on staging and stage configurations.	- Whilst exploring in depth knowledge on <i>Blood Brothers</i>, you will demonstrate knowledge and understanding of how drama and theatre is developed and performed. - You will Understand how to design a scene through set design, lighting, sound and set design and how to describe practical application of skills from both a single line and an extract - Develop understanding of character development when comparing skills used throughout the play. - Understand how to design a scene through set design, lighting, sound and set design	You will have studied a variety of texts throughout Key Stage 3 and will be able to utilise contextualising techniques learnt. You will have completed a design unit in year 9 that will be utilised in answering a 4-mark design question. In term two students will complete a scripted performance unit, understanding writer intentions that will be valuable to this unit. Describing how to use acting skills to interpret character is asked in the GCSE written paper, students have been learning this from the start of key stage 3. Throughout all drama units, students are encouraged to watch each other's work, reflecting and structure feedback to their peers. These skills will be used when interpreting how a scene should be performed in "Blood Brothers".
5	Component 1: Written paper Live Theatre Review In the written paper of the exam 32 marks will be awarded for the analysis and evaluation of a live theatre performance. Analyse: to study or examine something in detail, to discover more about Evaluate: to form an opinion. Demonstrate knowledge and understanding of how drama and theatre is developed and performed	- Whilst learning about the text you have watched live you will understand how to analyse and evaluate your own work and the work of others. - You will evaluate how actors use vocal and physical skills to create dramatic effect for an audience and analyse the success of intentional directorial intentions.	You will have studied a variety of texts throughout Key Stage 3 and will be able to utilise contextualising techniques learnt. You will have completed a design unit in year 9 that will be utilised in answering a 4-mark design question. In term two students will complete a scripted performance unit, understanding writer intentions that will be valuable to this unit. Describing how to use acting skills to interpret character is asked in the GCSE written paper, students have been learning this from the start of key stage 3. Throughout all drama units, you are encouraged to watch each other's work, reflecting and structure feedback to their peers. These skills will be used when interpreting how a scene should be performed in "Blood Brothers".