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| Year 10 Term 1-3 - Drama |  | | | | | |
| **Enquiry Question: What is the true power of Theatre?** | | | | | | |
| **Unit title: Devising Theatre (C2)**  **Why now?** Students have a strong set of Drama skills that are continually developed in all lessons. They have breadth of performance knowledge through the different plays, practitioners and styles of theatre we have studied. Most recently, students have used their ‘respond’ skills to evaluate and analyse a piece of live theatre that they saw on a school trip. This transitions well into now creating their own theatre, using the knowledge and skills that they have just been evaluating (as well as from throughout their Drama journey at LPS). Students will work both independently and, in a group, to produce a piece of theatre that they have come up with from scratch. It will take confidence, determination, motivation, critical thinking and constant self-reflection to ensure dramatic aims & intentions for the piece come to fruition. The project will end in a professional sharing of their devised work to an audience. Students will also complete the unit with a devising log – a piece of written work that covers the project and all of the new learning that has taken place. | | | | | | |
| **Knowledge**  Students will know about… | **Application/Skills**  Students will be able to… | Vocabulary  *(Tier 2 and 3)* | Home Learning | Assessment | Extra Resources  Extended Reading | Cultural Capital |
| Creating Drama from a stimulus  Dramatic Aims & Intentions  Devising Drama  Communicating meaning  Practitioner influence  Style & Genre  Independent research  Evaluative writing of the process | **Create** characters, plot lines, scenes, transitions, climax moments.  Students will experience the impact of feedback & reflection to improve work every lesson.  **Perform** final, refined, professional 15-minute performances  **Respond** to feedback throughout the rehearsal process, and to the project overall based on self-evaluation and audience feedback.  **Respond** by writing a Devising Log | Stimulus  Stimuli  Log  Transition  Climax  Dramatic Aim  Dramatic Intention  Narrative  Structure | Students will be asked to carry out independent research at home, create scenes, write scripts, learn lines, meet & rehearse with their group outside of lesson, ready for performance.  Students will be asked to keep independent notes from stimulus exploration, through rehearsals and until the final performance, so that they are ready to complete logs.  Completion of Unit Overview & Self Evaluation.  Use of Google Classroom. | Regular monitoring of transferable skills in rehearsal.  Regular monitoring of performance skills (students perform & receive feedback every lesson).  Devised Performance Exam (Component 3) | Use the internet, library and newspapers to research stimulus links  *AQA Drama Handbook* (Devising Chapter)  *Devising Theatre* Alison Oddey  *The Frantic Assembly Book of Devising Theatre*  BBC Bitesize – Devising Drama | Researching stimuli – current news, moments in history etc.  Devising workshop with Nick O’Brien (Stanislavksi Experience)  Performing professionally to an audience. |