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| Year 10 Term 6 Drama |  | | | | | |
| **Enquiry Question:** **Should we study Drama theoretically?** | | | | | | |
| **Unit title: An introduction to ‘Understanding Drama’ (C1)**  **Why now?** Students are half way through the Drama GCSE course and almost at the final sprint of their LPS Drama Journey. It is at this point that they take a holistic look at the skills and knowledge learnt so far, and begin to apply them theoretically. The written paper is introduced – Section B as the main focus so that students can easily make links between the Unit that has just been studied (Blood Brothers Practical). Depending on cohort and what is on at local Theatre’s, Section C can also be touched on (Live Theatre Review). The students are assessed in an end of year mock exam. The enquiry question is used for the 2nd time (and appears again as students graduate in Yr 11). Thus reminding students of the importance of the study of Drama and the department intention of creating life long appreciators of Dramatic Arts. | | | | | | |
| **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 |
| **Knowledge and understanding of Drama and Theatre**   * Section A (multiple choice – 4 marks)   **Study of one set play**   * Section B (four questions on a given extract from the set play chosen – 44 marks)   *Dependent on learners progress and Theatre available (can be placed in Year 11):*  **Analysis and evaluation of the work of live theatre makers**   * Section C (one question (from a choice) on the work of theatre makers in a single live theatre production – 32 marks) | Drama and Theatre terminology and how to use it appropriately   * Stage positioning * Staging types   Characteristics of performance text(s) and dramatic work(s)  Social, Cultural & historical contexts  How meaning is interpreted and communicated  The roles & responsibility of theatre makers in contemporary professional practice | Genre  Structure  Sub-text  Motivation  Interaction  Climax  Social  Cultural  Historical  Context  Convention  Interpretation | Use of Google Classroom.  Reading extracts of plays.  Practice exam questions – completion of and/or marking of answers.  Creation of revision materials.  Section A Knowledge Retrieval Booklet | Practice Questions.  Regular monitoring of exam skills.  Teacher, Self & Peer feedback received every lesson.  PPEs | Reading of the whole play (of chosen extracts)  Watch full productions of plays if possible (ask Miss Robinson for copies & search on youtube for other examples)  *AQA Drama Handbook* – Component 1 section  *GCSE Drama – The Revision Guide*  *Blood Brothers – The Play Guide* (may change year on year depending on set text chosen) | Expanding knowledge of plays.  Watch professional live theatre.  Expanding knowledge of different social, cultural and historical context to your own. |