

# Sociology Year 10 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1	Summer Term 2
Unit of Work	<b>Applying Practitioners (Devising Project)</b>	<b>Mock component 2 – Devising exam</b>	<b>GCSE Examination Component 2: Devising Process and Logbook</b>	<b>Introduction to GCSE Exam component 3 – scripted performance - Linking Script and Practitioner Theory</b>	
Ethos Links	<p><b>Stem:</b> Innovative, creativity, imagination and can potentially link to modern day technology, communication skills.</p> <p><b>Character:</b> Students will learn how to work as an ensemble and collaborate to create a devised performance. Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills.</p> <p><b>Learning Habit:</b> Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research. Social – listening, communicating, planning &amp; organising.</p>	<p><b>Stem:</b> Innovative, creativity, imagination and links to modern day technology, communication skills, long-term, short-term memory.</p> <p><b>Character:</b> Students will learn how to work as an ensemble and collaborate to create a devised performance. Students will reflect the atmosphere and intended effects within a devised piece of Drama.</p> <p>Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills.</p> <p><b>Learning Habit:</b> Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research, problem solving. Social – listening, communicating, planning &amp; organising.</p>	<p><b>Stem:</b> Innovative, creativity, imagination and links to modern day technology, communication skills, long-term, short-term memory.</p> <p><b>Character:</b> Students will learn how to work as an ensemble and collaborate to create a devised performance. Students will reflect the atmosphere and intended effects within a devised piece of Drama.</p> <p>Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills.</p> <p><b>Learning Habit:</b> Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research, problem solving. Social – listening, communicating, planning &amp; organising.</p> <p><b>Stem:</b> Links to current topics and roles within society. Creativity, long and short-term memory.</p> <p><b>Character:</b> Students will learn the responsibility of theatre-makers and</p>	<p><b>Stem:</b> Links to current topics and roles within society. Creativity, long and short-term memory.</p> <p><b>Character:</b> Students will learn the responsibility of theatre-makers and effects their choices can make for an audience. Students will learn the responsibility of their characters role in society and the effect of their choices.</p> <p><b>Learning Habit:</b> Social, cognitive – listening, communicating, planning &amp; organising, making links, applying knowledge.</p>	

			<p>effects their choices can make for an audience. Students will learn the responsibility of their character's role in society and the effect of their choices.</p> <p><b>Learning Habit:</b> Social, cognitive – listening, communicating, planning &amp; organising, making links, applying knowledge.</p>	
<b>Knowledge</b>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➤ <i>Process of creating devised Drama</i></li> <li>➤ <i>Performance of a devised piece of Drama</i></li> <li>➤ <i>Analysis and evaluation of own work</i></li> <li>➤ <i>How to respond to different stimuli</i></li> <li>➤ <i>Applying Drama practitioners</i></li> <li>➤ <i>Developing a performance as an ensemble.</i></li> </ul>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➤ <i>Process of creating devised Drama</i></li> <li>➤ <i>Performance of a devised piece of Drama</i></li> <li>➤ <i>Analysis and evaluation of own work</i></li> <li>➤ <i>How to respond to different stimuli</i></li> <li>➤ <i>Develop artistic intentions</i></li> <li>➤ <i>Writing a devising log</i></li> <li>➤ <i>Understanding style vs genre</i></li> <li>➤ <i>Applying Drama practitioners</i></li> <li>➤ <i>Developing a performance as an ensemble.</i></li> <li>➤ <i>Aspects of rehearsal and performance and the process.</i></li> </ul>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➤ <i>How to respond to different stimuli</i></li> <li>➤ <i>Process of creating devised Drama</i></li> <li>➤ <i>Rehearsal process to create a complete performance.</i></li> <li>➤ <i>Develop a performance as an ensemble.</i></li> <li>➤ <i>Applying Drama practitioners techniques</i></li> <li>➤ <i>Understanding style vs genre</i></li> <li>➤ <i>How to write artistic intentions</i></li> <li>➤ <i>How to apply artistic intentions</i></li> <li>➤ <i>Writing a devising log to reflect, analyse and evaluate performer or designer choices</i></li> <li>➤ <i>Performance of devised Drama</i></li> <li>➤ <i>Analysis and evaluation of own work</i></li> </ul>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> <li>➤ <i>Process of creating scripted Drama</i></li> <li>➤ <i>Researching social and historical context.</i></li> <li>➤ <i>Develop artistic intentions.</i></li> <li>➤ <i>Understanding style vs genre</i></li> <li>➤ <i>Develop a performance as a monologue, duologue, or group.</i></li> <li>➤ <i>How to realise artistic intentions</i></li> <li>➤ <i>Analysis and evaluation of performer/designer choices and intentions</i></li> <li>➤ <i>Techniques to learn lines from a script.</i></li> </ul>
<b>Key Vocabulary</b>	<p><i>Genre</i> <i>Character</i> <i>Style</i></p>	<p><i>Genre</i> <i>Character</i> <i>Style</i></p>	<p><i>Genre</i> <i>Character</i> <i>Style</i></p>	<p><i>Genre</i> <i>Structure</i> <i>Character</i></p>

<i>Language</i>	<i>Language</i>	<i>Language</i>	<i>Form</i>
<i>Sub-text</i>	<i>Sub-text</i>	<i>Sub-text</i>	<i>Style</i>
<i>Character motivation/interaction</i>	<i>Character motivation/interaction</i>	<i>Character motivation/interaction</i>	<i>Language</i>
<i>Mood/Atmosphere</i>	<i>Mood/Atmosphere</i>	<i>Mood/Atmosphere</i>	<i>Sub-text</i>
<i>Period</i>	<i>Period</i>	<i>Period</i>	<i>Character motivation</i>
<i>Pace</i>	<i>Pace</i>	<i>Pace</i>	<i>Character interaction</i>
<i>Rhythm</i>	<i>Rhythm</i>	<i>Rhythm</i>	<i>Mood</i>
<i>Dramatic climax</i>	<i>Dramatic climax</i>	<i>Dramatic climax</i>	<i>Atmosphere</i>
<i>Research</i>	<i>Research</i>	<i>Research</i>	<i>Period</i>
<i>Develop</i>	<i>Develop</i>	<i>Develop</i>	<i>Pace</i>
<i>Collaborate</i>	<i>Collaborate</i>	<i>Collaborate</i>	<i>Rhythm</i>
<i>Rehearse</i>	<i>Rehearse</i>	<i>Rehearse</i>	<i>Stage directions</i>
<i>Refine</i>	<i>Refine</i>	<i>Refine</i>	<i>Research</i>
<i>Adapt</i>	<i>Adapt</i>	<i>Adapt</i>	<i>Develop</i>
<i>Analyse</i>	<i>Analyse</i>	<i>Analyse</i>	<i>Rehearse</i>
<i>Evaluate</i>	<i>Evaluate</i>	<i>Evaluate</i>	<i>Refine</i>
<i>Artistic Intention</i>	<i>Artistic Intention</i>	<i>Artistic Intention</i>	<i>Adapt</i>
<i>Social, cultural, historical context</i>	<i>Social, cultural, historical context</i>	<i>Social, cultural, historical context</i>	<i>Analyse</i>
<i>Theatrical conventions</i>	<i>Theatrical conventions</i>	<i>Theatrical conventions</i>	<i>Evaluate</i>
<i>Reflective</i>	<i>Reflective</i>	<i>Reflective</i>	<i>Contribution</i>
<i>Practitioner</i>	<i>Practitioner</i>	<i>Practitioner</i>	<i>Artistic Intention</i>
<i>Frantic Assembly</i>	<i>Frantic Assembly</i>	<i>Frantic Assembly</i>	<i>Social, cultural, historical context</i>
<i>Stanislavski</i>	<i>Stanislavski</i>	<i>Stanislavski</i>	<i>Theatrical conventions</i>
<i>Brecht</i>	<i>Brecht</i>	<i>Brecht</i>	<i>Reflective</i>
<i>Paper Birds</i>	<i>Paper Birds</i>	<i>Paper Birds</i>	<i>Stage directions</i>