Drama 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	**Applying Practitioners (Devising Project)**	**Mock component 2 – Devising exam**	**GCSE Examination Component 2: Devising Process and Logbook**	***Introduction to GCSE Exam component 3 – scripted performance* - Linking Script and Practitioner Theory** **GCSE Examination Component 1: Understanding Drama**
Ethos Links	**Stem:** Innovative, creativity, imagination and can potentially link to modern day technology, communication skills. **Character:** 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. **Learning Habit:** Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research. Social – listening, communicating, planning & organising.	**Stem:** Innovative, creativity, imagination and links to modern day technology, communication skills, long-term, short-term memory. **Character:** 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. Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills. **Learning Habit:** Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research, problem solving. Social – listening, communicating, planning & organising.	**Stem:** Innovative, creativity, imagination and links to modern day technology, communication skills, long-term, short-term memory. **Character:** 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. Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills. **Learning Habit:** Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research, problem solving. Social – listening, communicating, planning & organising.	**Stem:** Links to current topics and roles within society. Creativity, long and short-term memory. **Character:** 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. **Learning Habit:** Social, cognitive – listening, communicating, planning & organising, making links, applying knowledge.

			Stem: Links to current topics and roles within society. Creativity, long and short-term memory. **Character:** Students will learn the responsibility of theatre-makers and 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. **Learning Habit:** Social, cognitive – listening, communicating, planning & organising, making links, applying knowledge.	
Knowledge	By the end of this unit students will be able to: ➢ Communicate, work as a team, with their peers. (Communication, resilience, perseverance, listening, problem-solving). ➢ Apply Drama skills and techniques of practitioners to a devised performance. (Creating, imagining, innovating, planning, organisation, research). ➢ Apply understanding of Drama skills to a devised performance. (Making links, applying knowledge). ➢ Demonstrate knowledge of practitioners in a devised performance (Making links, applying knowledge, creating, imagining, innovating, planning).	By the end of this unit students will be able to: ➢ Communicate, work as a team, with their peers. (Communication, resilience, perseverance, listening, problem-solving). ➢ Apply understanding of stimuli to a devised performance. (Creating, imagining, innovation, planning, organisation, research). ➢ Apply Drama skills and techniques to a devised performance. (Creating, imagining, innovating, planning, organisation, research, making links, applying knowledge). ➢ Apply understanding of Drama skills and techniques of a practitioner to a devised performance.	By the end of this unit students will be able to: ➢ Communicate, work as a team, with their peers. (Communication, resilience, perseverance, listening, problem-solving). ➢ Apply understanding of stimuli to a devised performance. (Creating, imagining, innovation, planning, organisation, research). ➢ Apply Drama skills and techniques to a devised performance. (Creating, imagining, innovating, planning, organisation, research, making links, applying knowledge). ➢ Apply understanding of Drama skills and techniques of a practitioner to a devised performance.	By the end of this unit students will be able to: ➢ Apply understanding of social, historical, and cultural context to a scripted performance. (Creating, imagining, innovation, planning, organisation, research). ➢ Apply Drama skills and techniques to a scripted performance. (Creating, imagining, innovating, planning, organisation, research, making links, applying knowledge). ➢ Apply understanding of Drama skills and techniques to a scripted performance. (Making links, applying knowledge). ➢ Demonstrate knowledge of Drama in a scripted performance (Making links,

		(Making links, applying knowledge). ➢ Demonstrate knowledge of Drama in a devised performance (Making links, applying knowledge, creating, imagining, innovating, planning). ➢ Understand, develop, evaluate, and analyse choices made for a devised performance as a theatre-maker. (Evaluation, analysis, making links, applying knowledge, planning, organisation).	(Making links, applying knowledge). ➢ Demonstrate knowledge of Drama in a devised performance (Making links, applying knowledge, creating, imagining, innovating, planning). ➢ Communicate understanding, developing and evaluation of a devised piece of Drama in a devising log. (Evaluation, analysis, making links, applying knowledge, planning, organisation).	applying knowledge, creating, imagining, innovating, planning). ➢ Communicate understanding, development, and evaluation of a scripted piece of Drama through the development of artistic intentions. (Evaluation, analysis, making links, applying knowledge, planning, organisation).
Key Vocabulary	*Genre* *Character* *Style* *Language* *Sub-text* *Character motivation/interaction* *Mood/Atmosphere* *Period* *Pace* *Rhythm* *Dramatic climax* *Research* *Develop* *Collaborate* *Rehearse* *Refine* *Adapt* *Analyse* *Evaluate*	*Genre* *Character* *Style* *Language* *Sub-text* *Character motivation/interaction* *Mood/Atmosphere* *Period* *Pace* *Rhythm* *Dramatic climax* *Research* *Develop* *Collaborate* *Rehearse* *Refine* *Adapt* *Analyse* *Evaluate*	*Genre* *Character* *Style* *Language* *Sub-text* *Character motivation/interaction* *Mood/Atmosphere* *Period* *Pace* *Rhythm* *Dramatic climax* *Research* *Develop* *Collaborate* *Rehearse* *Refine* *Adapt* *Analyse* *Evaluate*	*Genre* *Structure* *Character* *Form* *Style* *Language* *Sub-text* *Character motivation* *Character interaction* *Mood* *Atmosphere* *Period* *Pace* *Rhythm* *Stage directions* *Research* *Develop* *Rehearse* *Refine*

	Artistic Intention *Social, cultural, historical context* *Theatrical conventions* *Reflective* *Practitioner* *Frantic Assembly* *Stanislavski* *Brecht* *Paper Birds*	*Artistic Intention* *Social, cultural, historical context* *Theatrical conventions* *Reflective* *Practitioner* *Frantic Assembly* *Stanislavski* *Brecht* *Paper Birds*	*Artistic Intention* *Social, cultural, historical context* *Theatrical conventions* *Reflective* *Practitioner* *Frantic Assembly* *Stanislavski* *Brecht* *Paper Birds*	*Adapt* *Analyse* *Evaluate* *Contribution* *Artistic Intention* *Social, cultural, historical context* *Theatrical conventions* *Reflective* *Stage directions*