

KS4 Drama 2021-2022

Year 10/11

Title of Unit	Composite	Components	Rationale	Cultural Capital
Component 2: Devising	To create and perform a devised piece of Drama. To write a reflective document (devising log) which documents the process/final piece.	Exploration of stimuli to prompt ideas Developing ideas from a specific stimulus Research to develop ideas/plot/character Dramatic intentions Hotseating Role on the wall Extended rehearsal Characterisation Develop of complex plot (including playing with chronology) Rehearse, refine and amend work in progress Increasing knowledge and understanding of a variety of theatrical elements to enhance production (e.g. costume, lighting, sound, props, set, etc.) Devising log – understanding requirements of each section and study of exemplars Analysis and evaluation skills	Interpreting a variety of stimuli in an artistic way to create a piece of original work. Students will consider how a theatre piece is realised and will be required to consider the coordination of other theatre elements, such as costumes, set, lighting and sound, as well as the acting performance. Students will be able to write a reflective account of the process, analysing and evaluating the work in practice.	A deeper appreciation of the theatrical experience, both in its creation and realisation for stage. Understanding various art forms and consideration of a director's intentions with design elements. The written document will also encourage a process of self-reflection and self-improvement.
Component 1: Written exam paper – Set Text (Blood Brothers)	Knowledge and understanding of set text through practical and theoretical exploration.	Music to create atmosphere Social status Nurture v nature Superstition	Introduction to the set text Blood Brothers and exploring this in a practical and theoretical way.	An understanding of the concept of status and how this applies to different types of people and their

	Learning how to answer the written exam questions.	Use of space in Blood Brothers Design aspects in Blood Brothers Reading/annotating text From page to stage Physical and vocal skills to determine character Physical and vocal skills to determine status Exam questions – understanding the focus (Describe, explain, interpretation, effects, audience response, etc.)	Students will learn what the written exam (section B) requires and will learn how to answer theoretical questions based on practical skills.	situations. Social class will be discussed (albeit not referred to now) and students will be able to empathise with the difficult decisions people sometimes feel forced to make due to their situation.
Component 1: Written exam paper – Live Theatre	Knowledge and understanding of live theatre through practical and theoretical exploration. Learning how to answer the written exam questions.	Design skills in theatre – effects/impact Use of space in live theatre Physical and vocal skills to create character and effects Physical and vocal skills to create mood, atmosphere and emotion From stage to page Exam questions – understanding the focus (Analysis, evaluation interpretation, effects, audience response, etc.)	Students will learn what the written exam (section B) requires and will learn how to answer theoretical questions based on practical skills. They will learn to analyse and evaluate live performance (or digital theatre) and understand the rationale behind the actors/director's decisions (interpretation for audience).	An understanding of live theatre performance and the rationale behind a director's/actor's decision in performance (to evoke specific audience response). A deeper understanding of how acting skills engage an audience (how behaviour can create a response).
Component 3: Scripted Performance	To create and perform a scripted piece of Drama.	Selecting a script for performance – rationale behind this Understanding and interpreting a script Use of space in performance	Students will use a published play to realise two extracts in performance. Students must consider how their performance will	A deeper appreciation of the theatrical experience, both in its interpretation and realisation for stage. Understanding various art

		<p>Physical and vocal skills to create character and effects</p> <p>Physical and vocal skills to create mood, atmosphere and emotion</p> <p>From page to stage</p> <p>Research to develop ideas/plot/character</p> <p>Dramatic intentions</p> <p>Extended rehearsal</p> <p>Characterisation</p> <p>Rehearse, refine and amend work in progress</p> <p>Increasing knowledge and understanding of a variety of theatrical elements to enhance production (e.g. costume, lighting, sound, props, set, etc.)</p>	<p>engage an audience and the dramatic intentions that they wish to achieve.</p> <p>Students will consider how a theatre piece is realised and will be required to consider the coordination of other theatre elements, such as costumes, set, lighting and sound, as well as the acting performance.</p>	<p>forms and consideration of a playwright's intentions.</p>
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