

Year 10 Curriculum Overview 2023-2024

Subject - Drama

	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Autmn Term 1 Introduction to Drama	Stage positions Mime Rehearsed Improvisation Spontaneous Improvisation Thought tracking Physical Theatre Narration Stock Characters	<ul style="list-style-type: none"> Understanding of the different stage positions Knowledge of the key components of a successful mime Understanding of the difference between rehearsed and spontaneous improvisation To know what thought tracking is and be able to add this to a performance To be able to use the body to demonstrate knowledge of physical theatre To know the 3 different types of narration and apply these to a performance To have a basic understanding of 'stock characters' 	<ul style="list-style-type: none"> Knowledge of Fairy Tales Basic understanding of a proscenium arch stage 	<ul style="list-style-type: none"> Oracy Discussion Debate 	<ul style="list-style-type: none"> Oracy Discussion Team Work Problem Solving 	<ul style="list-style-type: none"> Performance of an improvisation Performance of an Alternative Fairy-tale using all element learnt – <ul style="list-style-type: none"> mime, rehearsed improvisation physical theatre
Autumn Term 2 Pantomime	Know the key concepts for a pantomime and perform one	<ul style="list-style-type: none"> To understand the Key Concepts found in Pantomime To recognise and perform the 'Stock Characters' in Pantomime To learn how to 'break' the 4th wall To be able to use 'call/recall' To be able to use 'slapstick humour' as part of the pantomime To understand the technique of rehearsed improvisation 	Fairy-tale or pantomime stories Freeze Frame Stock Characters	<ul style="list-style-type: none"> Oracy Discussion Debate Script writing Understanding of language used by different character 	<ul style="list-style-type: none"> Oracy Discussion Team Work Problem Solving 	<ul style="list-style-type: none"> Performance of a pantomime Focus on <ul style="list-style-type: none"> Characterisation Staying in role Facial expressions 'Stock character' traits Pantomime conventions

		<ul style="list-style-type: none"> - To be able to create a script and work - To understand the role of a sound technician in the theatre and be able to recreate this 				
Spring Term Blood Brothers	To understand the key concepts in Blood Brothers	<ul style="list-style-type: none"> • To understand the themes in Blood Brothers • To understand the context of Mrs Johnstone and Mrs Lyons characters in Blood Brothers • Social & historical context of the play • Structure, genre and literary influences of the play • Characterisation and how they embody core values in society/symbolic meaning • To explore the role of the narrator within the play • Key themes through the play 	Understanding of key concepts of drama	<ul style="list-style-type: none"> • Oracy • Discussion • Debate • Script writing • Understanding of language used by different characters • Reading a script out loud 	<ul style="list-style-type: none"> • Extended writing and developing opinions/knowledge of the world • Analytical skill and resilience 	Summative assessment through Mock Exam
Summer Term Scripted Performance	To perform 2 contrasting extracts from a play	<ul style="list-style-type: none"> • To perform a character • To be able to maintain characterisation and perform a part in a play • Performing 2 contrasting extracts from a play • Using rehearsing techniques to prepare for a performance • To learn lines from a script • The students will have a mock performance in front of a live audience at the end of term 	Performance skills Characterisation	<ul style="list-style-type: none"> • Oracy • Confidence • Reading set plays 	<ul style="list-style-type: none"> • Dramatist Teacher Performer Actor/ Actress GCSE knowledge to move forward onto A Level/ further study. 	Scripted performance external examined assessment

