Academic Overview 2018-19

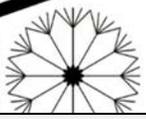| DRAMA & PERFORMING ARTS						
	Term 1.1	**Term 1.2**	**Term 2.1**	**Term 2.2**	**Term 3.1**	**Term 3.1**
Year 7	Introduction to Drama		Character		Script	
Year 8	Physical		Missing		Devising	
Year 9	Advanced Acting	Ghost Monologues	Wild West	Brecht Solo Performances	Genre Duet Performances	Movement Solo Performances
Year 10	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts
Year 11	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts	Component 3: Performing to a Brief	Component 3: Performing to a Brief	Component 3: Performing to a Brief	N/A

Year 9 Curriculum Content Overview 2018-19

PERFORMING ARTS – YEAR 9				
Knowledge and Skills **Students will be taught to….**	**Reading, Oracy, Literacy and Numeracy**	**Formative Assessment**	**Summative Assessment**	**Link to refromed GCSE Content**
- Explain what accent and dialect is. - Identify the importance of a phonetic script and base word to develop a believable accent. - Define the term 'target audience' and analyse performance techniques to devise in an appropriate performance style. - Define the term 'Verfrumdungseffekt'. - Define the term 'Drama Practitioner' - Outline Brecht's theories and his purpose for performance. - Pick the most appropriate staging choices when performing on a thrust stage, traverse stage and in-the-round. - Select the most appropriate discipline to showcase strengths in performance. - Pick a song/scene/dance style that most appropriately shows the material selected is both challenging yet suitable. - Identify how factors such as: age range, character choice, vocal range and plot research can affect the performance material selected.	Reading - BTEC assessment criteria - Plays - Poems - Fact sheets - Character/plot research Numeracy - Ordering events - Ranking & Hierarchy Oracy and Literacy (inlcuding key words for practical subjects) - Rehearsal - Performance - Feedback - Student discussion - Key Words	Questioning Live student performance in lessons followed by questions Whole class feedback Student presentations Exit Strategies Debates Peer & Self Assessment Filmed performances watched at home and self evaluated.	3 assessments throughout the academic year. This will include an end of topic performance two group and one solo.	Skills element of the BTEC. Applying skills to rehearsal, performance and evaluating their development. Examining professional practitioners work and theories. Link to emploaybility factors with regards to preparing for the industry.

Assessment Skills, Knowledge and Concepts Map

PERFORMING ARTS – YEAR 9		Cross-Curricular Strands
Key Learning Questions	**REHEARSAL**	**Reading**
- How can you explore character personalities to create contrasting performances for contrasting target audiences? - What is proxemics and why is this important when staging and blocking drama? - How are the processes, skills and approaches used by Brecht appropriate to his style of performance?	- Use a variety of vocal skills including pitch, pace, tone and pause to add depth to my character. - Create a piece of physical theatre that evaluates its key features to create a smooth and well-rehearsed piece. - Experiment with characterisation to show that clear thought and research has been given to develop depth and believability. - Identify the key features of creating tension and suspense in drama. - Analyse how to create tension and suspense using pause pace and silence. - Evaluate what makes an effective horror trailer and experiment using a range of choral techniques to build a tense and atmospheric horror soundscape. - Identify how to make effective use of space and physicality to create a shadowgraph performance. - Clearly explain the different techniques Brecht would use to create theatre. - Take a script from page to stage by exploring how Brecht's techniques can be used to enhance the plot. - Use a range of research techniques such as: live recordings, character reading and a deeper plot understanding to develop believable characterisation. - Explore creatively with blocking and staging ideas to bring my piece to life for the purpose of entertainment. - Experiment with stress and pause (acting techniques), tone and dynamics (vocal techniques), clarity and precision (dance techniques) to create a well-developed solo performance.	- Reading Scripts - Reading Poems - Key Words & Terminology
Key Learning Questions	**PERFORMANCE**	**Oracy and Literacy**
- How can physicality and vocal techniques (acting), emotion clearly portrayed through lyrics (musical theatre) and sharp, precise movement (dance) be used to enhance my performance? - Why would approaching practical work with concentration and energy allow for deeper character relationships on stage? - How can you develop indepedence and personal	- Perform using accent and dialect in performance. - Staging and blocking is imaginative, creative and well considered to target theme, genre and audience. - Make accurate health and safety decisions when completing and performing physical theatre lifts. - Perform with a sustained character throughout and a consistent and detailed realistic character. - Perform with accurate representation and a correct application of Brecht's theories and techniques.	Language for Learning – characterisation, physicaity, vocal techniques, improvisation, sustaning character, accent, dialect, tension, atmospheric, genre, thrust, traverse, in-the-round, Bertolt Brect, verfrumdungseffekt. **Oracy** Student discussion and student feedback. Student responses to questions. Student to student discussion on evaluation of performance.

approaches to staging and characterisation when developing already exisitng repetoire?		

Key Learning Questions	SELF & PEER EVALUATION AND FEEDBACK	Numeracy
• How can effective evaluation help improve rehearsals and performance? • How can I improve my own or anothers performance? • How do I idenitfy a persons strengths and areas for development? • Why is watching filmed recordings of your performances one of the most effective approaches to improve?	• Identify the strengths of another person/groups performance. • Identify the areas for development of another person/groups performance. • Evaluate the areas for development and provide detailed ideas of how these can be improved. • Apply detailed ideas of how to improve your own work. • Analyse your own performance and identify how you can challenge strengths and how you can development areas for improvement. • Set achievable yet challenging targets to develop and improve a range of drama skills. • Watch recorded footage of your own performanes to critically anaylse your strenghts and areas for improvement. • Respond to direction by critically evaluating my own rehearsal approach through recording and performing to peers making considered changes where necessary. • Feedback on other students' performances giving constructive and precise developments that use clear examples from their performance.	• Ordering events • Ranking & Hierarchy