

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning

Year 10 – Term 2 and 3 Too Much Punch for Judy

Intent- rationale

- To develop an understanding of how to create a character
- To be able to read and analyse a full script
- To develop performance skills in characterisation, blocking, directing and stage directions
- Performing a monologue
- Mock comp 3 – preparation/practice

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Twisted – yr9- full text Exploration Blood Brothers- set text exploration Practitioners Scheme of learning	<ul style="list-style-type: none"> • Component 3 GCSE
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
PSHE, English	SMSC-SP,M,SO,C British Values- bv4, bv5 Careers – A, B, F, G, I
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
The students have to read the full play as a whole class	n/a

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Drama Scheme of Learning Year 10– Term 2 and 3

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- They will understand how to develop a character for performance based on information from a script
- They will link practitioners to the script
- They will understand what makes a good character
- They will be able to read and understand a whole script
- They will be able to understand the importance of stage directions

They will have developed basic drama skills/strategies directing, blocking and staging a play for performance

Apply

- They will be able to perform scenes using stage directions, blocking and staging
- They will be able to understand the importance of stage directions
- They will be able to use the lighting board to create different mood and atmosphere
- They will be able to apply the methodologies of the chosen practitioner – Brecht

Extend

- They will expand on their knowledge of practitioner styles
- They will direct and perform a piece of theatre that is at least 20 minutes long
- They will perform a monologue to an audience

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Brecht, Stanislavski, Directing, Blocking, Marking the Moment, Freeze Frame, Character profile, canon, unison, accumulation, physical theatre, evaluate, peer assess, monologue.	Students will be assessed using the Component 3 GCSE grading grid and this information will be put on sims as a year 10 formal assessment.

Intent – Concepts please see full scheme on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Lesson 1- reading the play	Please see full scheme	Please see full scheme	Please see full scheme
Lesson 2 marking the moment	Please see full scheme	Please see full scheme	Please see full scheme
Lesson 3 and 4- Bob and Nob	Please see full scheme	Please see full scheme	Please see full scheme
Lesson 5- Movement exploration	Please see full scheme	Please see full scheme	Please see full scheme
Lesson 6 and 7 Exploring a monologue (assessment)	Please see full scheme	Please see full scheme	Please see full scheme
Lesson 8 and 9- Physical Theatre	Please see full scheme	Please see full scheme	Please see full scheme

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Lesson 10/11 naturalism	Please see full scheme	Please see full scheme	Please see full scheme
Lesson 12- planning a performance	Please see full scheme	Please see full scheme	Please see full scheme
Rehearsal time – until end of term 3 – assessment	Please see full scheme	Please see full scheme	Please see full scheme