

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Drama Scheme of Learning

### Year 10 – Devising Component 2 NEA Practical Term 4,5 and 6

Intent/rationale

To be able to create a devised performance piece based on an original stimulus (Katie Piper)

To be able to create a unique piece of theatre that has been clearly influenced by the original stimulus

To be able to use acting skills and techniques successfully in the performance piece.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Term 1- Introduction to practitioners	<ul style="list-style-type: none"> <li>Component 2- Devising NEA 40% of overall GCSE</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
History, PSHE, English	SMSC- SP, M,SO, C British Values- bv2, BV4 Careers- a, b,c,d,e,f,g,h,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 are developing their creative writing skills to write their own scripts and monologues for the devised performance. The students are encouraged to read a number of news articles.	n/a

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## Drama Scheme of Learning Year 10 – Term 4,5 and 6

### Intent – Concepts

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

#### **Know**

How to devise a piece of theatre based on a stimulus  
To have a very clear understanding of the original stimulus and themes  
Different styles of theatre and their rationale

#### **Apply**

To be able to apply a number of drama skills to develop a piece of drama  
To be able to confidently create a piece of theatre that links to the original stimulus material (Katie Piper)

#### **Extend**

To creatively write scripts and monologues to use in the performance  
To link the devised piece to a chosen practitioner and successfully use their methodologies in the performance

**What subject specific language will be used and developed in this topic?**

Devising, creative writing, narration, split scene, physical theatre, methodologies, multi role. Distancing techniques, flashback, linear, episodic, monologues, duologues. Marking the moment.

**What opportunities are available for assessing the progress of students?**

This component is 40% of the overall GCSE  
Students are assessed on the following:  
1 devised practical performance 10% and one devising log 30%

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## Intent – Concepts Please see full scheme on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Workshop 1- Exploring the Stimulus	Please see full scheme	Please see full scheme	Please see full scheme
Workshop 2- Marking the Moment	Please see full scheme	Please see full scheme	Please see full scheme
Workshop 3 Domestic Violence	Please see full scheme	Please see full scheme	Please see full scheme
Workshop 4- Sharing Monologues	Please see full scheme	Please see full scheme	Please see full scheme
Workshop 5- Monologues continued	Please see full scheme	Please see full scheme	Please see full scheme
Workshop 6- Trapped Artaud	Please see full scheme	Please see full scheme	Please see full scheme
Term 5 and 6- devising NEA in groups independently with teacher facilitation.	Please see full scheme		Please see full scheme