

# DRAMA YEAR 10



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

TERM 2.2 March-April	Lesson 1-3	Lesson 4-6	Lesson 7-9	Lesson 10-12	Lesson 13	Lesson 14
<b>TOPIC (S)</b>  <b>Component 3 Introduction to Scripted Performance</b>	<b>Objective:</b> Introduction to the use of scripts. Overview of layout and variety of styles/genres.	<b>Objective:</b> Interpretation of different scripts – Curious Incident, DNA, Hot House.	<b>Objective:</b> Blocking a scene. Using stage directions.	<b>Objective:</b> Incorporation of set, props and costume. Enhancement of scenes, creating realism.	<b>Objective:</b> Interpretation of character. Character development. VFGMR.	<b>Objective:</b> Performance of chosen scene. Peer analysis and feedback.
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>- Interpretation of scripts</li> <li>- Importance of blocking and movement</li> <li>- Exploration of character</li> <li>- Understand the rehearsal process in order to make improvements</li> <li>- Analyse and critique own work so that meaningful changes are made</li> </ul> Evaluate how effectively they worked as a group and how the input of all members helped to shape and develop ideas.					
<b>Assessment / Feedback Opportunities</b>	Peer and teacher verbal feedback	<b>Checkpoint</b> Present initial blocking and progress with rehearsals	Teacher and peer feedback	<b>Checkpoint</b> Perform polished performance Analyse and evaluate	Peer and teacher feedback	<b>Formal assessment</b> recorded performance
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Exploration of a range of scripted themes – political, social, emotional</li> <li>• Range of theatre scripts and their relevance</li> </ul>					
<b>SMSC / Promoting British Values</b> <small>(Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</small>	<ul style="list-style-type: none"> <li>• Creating a democratic environment, working collaboratively to explore ideas opinions and reach a common goal</li> <li>• Respecting the viewpoints and opinions of others- taking research and professional advice on board before coming to a conclusion</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Use of scripts</li> <li>• The Actor Prepares</li> <li>• Stanislavski in Practice by Nick O’Brien</li> <li>• The Complete Brecht Toolkit- Stephen Unwin</li> </ul>					
<b>Key Vocabulary</b>	Devising Collaboration Characterisation Freytag’s Pyramid, Plot, Structure, Audience, Semiotics, technical, voice, movement, gesture, dramatic potential, rehearsal, polished, transitions, Stylised, sequences					
<b>Digital Literacy</b>	Research using the internet search engines, accessing email, constructing and responding to formal emails with attachments					

	Use of Microsoft Word and Microsoft Powerpoint. Garageband- editing music tracks
<b>Careers</b>	Actor, Director, Theatre manager, Scriptwriter, Dancer, Theatre in Education Performer, Teacher, Historian, Researcher, Artist, Musician, Journalist, Costume Designer