



TNHA Curriculum Planning Document

Subject: **Drama**

Year: **10**

| Timescale | Autumn | | Spring | | Summer | |
|---|---|---|--|--|--|---|
| Prior Learning | No prior learning required in the specification, however, students are encouraged to build on previous experience from KS3 and extended curricular when working on devised and scripted work and when considering their role as performer, director and designer. | | | | | |
| Topic/ Unit title | Acting skills development | TEECHERS Mini Comp 2 | Approaches to devising | Mini Comp 1 | The Crucible – Comp 3 | Theatre Evaluation – Comp 3 & Comp 1 |
| SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit | Developing group ethos. Personal fitness. Performers focus on understanding others | Exploring a range of character types in society. Developing an understanding of the role and function of education and the challenges faced. | Exploring a range of ways to approach the creative process. Focus on group and collaborative working. Risk taking. | Applying approaches to develop work exploring themes from given stimuli. Work should reflect societal views. | Exploring the characters, story and themes of The Crucible within the social and cultural context of the time. | Understanding the intentions of designers, director and performers. Developing a devised performance that responds to the stimuli's themes |
| Assessment Opportunities | Assessment against Comp 2 performance skills criteria. | Assessment against Comp 2 performance skills criteria. | Assessment against Comp 1 performance skills criteria. | Assessment against Comp 1 performance skills criteria. | Assessment against Comp 3 performance skills criteria. | Assessment against Comp 3 performance skills criteria. |
| Links to other units in KS3/4. | Links to general skills developed across KS3 | Acting skills development | Links to general skills developed across KS3 | Approaches to devising | Links to general skills developed across KS3 | Approaches to devising & Mini Comp 1 |



TNHA Curriculum Planning Document

Subject: **Drama**

Year: **11**

| Timescale | Autumn | Spring | Summer |
|---|---|---|---|
| Prior Learning | No prior learning required in the specification, however, students are encouraged to build on previous experience from KS3 and extended curricular when working on devised and scripted work and when considering their role as performer, director and designer. | | |
| Topic/ Unit title | COMPONENT 1 DEVISING | Component 2 Performance from a Script | Component 3 The Crucible Live Theatre Evaluation |
| SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit | Students will respond to 3 given stimuli to create an original piece of the theatre. The stimuli will be a combination of either an object, poem, song, news article, piece of music, item of clothing etc... Students will research the social, political and/or cultural significance of the objects and make links with other artistic work to explore and create an original piece. | Students will perform 2 extracts from a selected text. They will need to demonstrate that they have a sound understanding of the intention of the script, the themes it explores and the most appropriate way to interpret the themes as performers, directors or designers. | Exploring the characters, story and themes of The Crucible within the social and cultural context of the time. Applying that understanding to the role of director, designer and performer. Evaluation the work of designers, directors and performers from watching a performance of live theatre. |
| Assessment Opportunities | Students are assessed against the component 1 criteria. | Students are assessed against the component 2 criteria. | Students are assessed against component 3 criteria. |
| Links to other units in KS3/4. | Approaches to Devising Mini Comp 1 | Acting Skills Development Mini comp 2 - TEECHERS | The Crucible – Comp 3 Theatre Evaluation- Comp 3 |