Drama



Performing from a Text (CO2)				
C	Rehearsing and performing play scrip			
C	Understand the social, cultural and historical background of when the play was written.			
C	Application of performance or design skills to realise artistic intentions in live performance.			
C	Contribute as an individual to the live performance.			
<ul> <li>Understand how best to sustain audience interest in a performance.</li> </ul>				
Interpreting Theatre (CO3)				
C	o Identify characteristics of a text (genre, structure, character, form and style, language and			
stage directions.)				
<ul> <li>Explore the social, cultural and historical context of the play, including the theatrical</li> </ul>				
conventions of the period in which they were created.				
<ul> <li>Understanding how the work of dramatists is communicated effectively through perfor</li> </ul>				
and how alternative staging allows for different interpretations of a play.				
Key Theatre Practitioners/Genres				
<ul> <li>Identify the conventions of key theatre practitioners/genres.</li> </ul>				
C	<ul> <li>Understand the differences between practitioner/genre approaches to theatre.</li> </ul>			
<ul> <li>Understand the impact of practitioner/genre techniques on performances.</li> </ul>				
C	• Apply techniques of an influential theatre practitioner/genre to creating meaning for an			
audience.				
Using Drama Vocabulary				
<ul> <li>Recall and understand the key conventions, form, strategies and techniques. Applying</li> </ul>				
<ul> <li>knowledge of these to practical work to create meaning for an audience.</li> <li>Gain and deploy an understanding of</li> </ul>				
(	Gain and deploy an understanding of			
C	Use a range of vocabulary and language when	speaking. Develop their social and linguistical		
spoken language.				
<ul> <li>Develop an awareness and understanding of the roles and processes undertaken in</li> </ul>				
contemporary professional theatre practice.				
Analysing and Evaluating Theatre				
• Analyse and evaluate performance/ design skills in a piece of theatre.				
<ul> <li>Reflect critically on the impact of individual contribution to theatre performances.</li> </ul>				
C				
• Analyse and explaining the reasons for using certain theatre conventions to convey meaning to				
	a live audience.			
TERM	YEAR 10	YEAR 11		
	Scripted (CO2)	Devising Performance (CO1)		
	Taking extracts of a published play to perform	Students will perform their devised		
	in front of a live audience.	performance in front of a live audience.		
AUTUMN				
1	Intent: Performing from a Text, Interpreting	Intent: Devising Theatre, Key Theatre		
	Theatre and Using Drama Vocabulary	Practitioners/Genre, Using Drama		
		Vocabulary and Analysing and Evaluating		
		Theatre		
	Macbeth/Analysis of a live performance	Devising Evaluation (CO1) / DNA (CO3)		
	(CO3)			
AUTUMN	Students will re-read and answer questions	Students will reflect on their created		
2	about the play Macbeth by William	performances through a portfolio and a timed		
	Shakespeare.	evaluation.		
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	Intent: Interpreting Theatre, Key Theatre Practitioners/Genre <b>and</b> Using Drama Vocabulary	Intent: Devising Theatre, Key Theatre Practitioners/Genre, Using Drama Vocabulary <b>and</b> Analysing and Evaluating Theatre
	Devising Practice (CO1)	Scripted Practice (CO2) / DNA (CO3)
SPRING 1	Students will create a performance based on a stimulus to perform to a live audience.	Students will spend 2 lessons a week editing and rehearsing a play for their final exam. Students will spend 1 lesson a week practicing DNA questions.
	Intent: Devising Theatre and Key Theatre Practitioners/Genre	Intent: Performing from a Text, Interpreting Theatre and



preparation for external moderation. Students will complete a scripted performance in front of an external examiner who will come into the school at the end of March. There will be a family and friends viewing 10 days prior to this date, where audience feedback will be actively encouraged. The final exam will be completed in