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| Department | Drama                 |  <b>Heath Park</b><br>EVERY PUPIL ALWAYS IN FOCUS |
| Key Stage  | Key Stage 4 / Year 10 |  |

| Date Delivered | Unit Title  | End Point   | Substantive Knowledge<br>What will they learn about in this topic?  | Disciplinary Knowledge<br>What subject concepts will be developed through this topic?  | Assessment Method  | Key Course Guides & Reading   |
|----------------|---|---|---|--|--|---|
| Autumn Term 1  | Component 1<br>Devising Theatre<br><br>Aut 1<br>Practical Exploration<br><br>Aut 2<br>Rehearsal<br><br>Spr 1<br>Mock & Final Exam | Learners participate in the creation, development and performance of a piece of devised theatre using <b>either</b> the techniques of an influential theatre practitioner <b>or</b> a genre, in response to a stimulus set by Eduqas. | Practical Exploration of exam board stimulus , through the medium of Frantic Assemblies Physical Theatre techniques.<br><br>Performance group exploration of 4 exam stimulus. | <ul style="list-style-type: none"> <li>• Round by Through</li> <li>• Hymn's Hands</li> <li>• Fliuff</li> <li>• Clear the Space</li> <li>• Chair Duet</li> <li>• Push Hands</li> <li>• Hug</li> <li>• Learning to Fly</li> <li>• Use 'Frantic Assembly's Building Block 'physical contact to narrate meaning and emotions.</li> <li>• Non-verbal communication can allow you to communication thoughts/ feelings/ abstract concepts.</li> </ul> | Component 1<br><br>Portfolio - 30 Marks<br><br>Devised Performance - 15 Marks<br><br>Evaluation - 15 Marks<br><br>Teacher assessed | Knowledge Book - C1 'Devising'<br><br>Scheme of work resources<br><br><b>Frantic Resources</b><br><br>Round by Through<br><a href="https://www.youtube.com/watch?v=gUgZPfGIX6U">https://www.youtube.com/watch?v=gUgZPfGIX6U</a><br>Hymn's Hands<br><br><a href="https://www.youtube.com/watch?v=gUgZPfGIX6U">https://www.youtube.com/watch?v=gUgZPfGIX6U</a><br><a href="https://www.youtube.com/watch?v=Lj9ZMWEaqVk">https://www.youtube.com/watch?v=Lj9ZMWEaqVk</a><br><a href="https://www.youtube.com/watch?v=wWiH4uxe7Og">https://www.youtube.com/watch?v=wWiH4uxe7Og</a><br><b>Chair Duet</b><br><a href="https://www.youtube.com/watch?v=P8-9LERsyY8&amp;t=4s">https://www.youtube.com/watch?v=P8-9LERsyY8&amp;t=4s</a><br><b>Push Hands</b><br><a href="https://www.youtube.com/watch?v=Q4mXhW7TXQ8&amp;t=35s">https://www.youtube.com/watch?v=Q4mXhW7TXQ8&amp;t=35s</a><br><b>Hug</b><br><a href="https://www.youtube.com/watch?v=nLLvV41qD8&amp;feature=youtu.be">https://www.youtube.com/watch?v=nLLvV41qD8&amp;feature=youtu.be</a><br>Learning to Fly<br><a href="https://www.youtube.com/watch?v=Q4mXhW7TXQ8&amp;t=35s">https://www.youtube.com/watch?v=Q4mXhW7TXQ8&amp;t=35s</a> |

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|                |   |  |   |   |   |   |
| Autumn Term 2  | <p>Component 3 Interpreting Text</p> <p>Section A Noughts &amp; Crosses (1 period)</p> <p>Focus:- Practical Exploration of Text</p> | <p>Students must develop the ability to...</p> <ul style="list-style-type: none"> <li>- Analyse and evaluate work of <u>theatre makers</u>.</li> <li>- Recognise challenges faced by <u>performer, director &amp; designer</u>.</li> <li>- Analyse and evaluate the way <u>different production elements</u> add to creating theatre.</li> </ul> <p>Mock Exam - 45 Marks</p> | <p>Playwrights Intentions</p> <hr/> <p>Impact &amp; Meaning</p> <hr/> <p>Acting Styles &amp; Purpose</p> <hr/> <p>The use of Proxemics</p> <hr/> <p>Design Elements</p> | <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Character, Style</li> <li>• Genre</li> <li>• Form &amp; Structure</li> <li>• Language Stage Directions.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Historical, Political, Cultural &amp; Social Context</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Naturalistic</li> <li>• Non Naturalistic</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Stage Space</li> <li>• Spatial</li> <li>• Relationships.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Set &amp; Props</li> </ul> | <p>Component 3</p> <p>Section A - 45 Marks</p> <p>Written response to 2-10 mark questions.</p> <p>External assessed</p> | <p>Knowledge Book</p> <ul style="list-style-type: none"> <li>- C1 'Devising'</li> <li>- C3 'Section A'</li> </ul> <p>Scheme of work resources</p> |
|                |   |  |   |   |   |   |
| Spring Term 1  | <p>Component 3 Interpreting Text</p> <p>Section A Noughts &amp; Crosses (1 period)</p> <p>Focus:- Director</p>                      | <p>Students must develop the ability to...</p> <ul style="list-style-type: none"> <li>- Analyse and evaluate work of <u>theatre makers</u>.</li> <li>- Recognise challenges faced by <u>performer, director &amp; designer</u>.</li> <li>- Analyse and evaluate the way <u>different production elements</u> add to creating theatre.</li> </ul>                             | <p>Stage Directions</p> <hr/> <p>Naturalism</p> <hr/> <p>Non-Naturalistic</p>   | <ul style="list-style-type: none"> <li>• Removing Word</li> <li>• Sit, Lie, Stand</li> <li>• Creating Stage Directions</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Tableau</li> <li>• Thought Tracking</li> <li>• Flash Forward</li> <li>• Mark the Moment</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Angel &amp; Devil</li> <li>• Pressure Circle</li> <li>• Vocal Collage</li> <li>• Total Theatre</li> </ul>  | <p>Component 3</p> <p>Section A - 45 Marks</p> <p>Written response to 2-10 mark questions.</p> <p>External assessed</p> | <p>Knowledge Book</p> <ul style="list-style-type: none"> <li>- C1 'Devising'</li> <li>- C3 'Section A'</li> </ul> <p>Scheme of work resources</p> |

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|----------------|--|--|--|---|---|---|
|                |  | Mock Exam - 45 Marks   | Design Elements  | <ul style="list-style-type: none"> <li>• Characters</li> <li>• Class</li> <li>• Status</li> <li>• Intentions</li> </ul>   |   |   |
|                |  |  | Theoretical Application  | <ul style="list-style-type: none"> <li>• Costume</li> <li>• Staging</li> <li>• Props/stage furniture.</li> </ul>  |   |   |
|                |  |  |  |   |   |   |
| Spring Term 2  | Component 2 Performance from a Text<br><br>Spr 2 Practical Exploration<br><br>Sum 1 Rehearsal<br><br>Sum 2 Mock & Final Exam | Practical exploration of Metamorphosis/ Teechers/ Girls Like That<br><br><ul style="list-style-type: none"> <li>• Students will either perform an <b>extracts</b> from a performance text.</li> <li>• Centre choice of performance text.</li> <li>• Performer or designer routes available.</li> </ul> | Tension<br><br>Steven Berkoff                                      | <ul style="list-style-type: none"> <li>• 7 Levels of Tension</li> <li>• Total Theatre</li> <li>• 10 second Object</li> <li>• Mechanical Object</li> <li>• Door Challenge</li> </ul> | Component 2<br><br>Scripted Performance - 60 Marks<br><br>Externally assessed | Knowledge Book<br>- C2 - Scripted<br><br>Scheme of work resources |
|                |  |  | Tension through physicality & vocals                               | <ul style="list-style-type: none"> <li>• Levels</li> <li>• Space</li> <li>• Pressure Circle</li> <li>• Verbal Machine</li> </ul>  |   |   |
|                |  |  | Character Motives  | <ul style="list-style-type: none"> <li>• Role on the Wall</li> <li>• Alter-Ego</li> <li>• Hot Seating</li> <li>• Chair Duet</li> </ul>  |   |   |
|                |  |  | Story/ Narrative   | <ul style="list-style-type: none"> <li>• Chamber Theatre</li> <li>• Flashback/ Flash Forward</li> <li>• Role Play</li> </ul>  |   |   |
|                |  |  |  |   |   |   |

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| Summer Term 1  | Component 3 Interpreting Text<br><br>Section A Noughts & Crosses (1 period)<br><br>Focus:- Performer | Students must develop the ability to... <ul style="list-style-type: none"> <li>- Analyse and evaluate work of <u>theatre makers</u>.</li> <li>- Recognise challenges faced by <u>performer</u>, <u>director</u> &amp; <u>designer</u>.</li> <li>- Analyse and evaluate the way <u>different production elements</u> add to creating theatre.</li> </ul> Mock Exam - 45 Marks | Stanislavski - Naturalism<br><br>August Boal - TIE<br><br>Steven Berkoff<br><br>The use of Proxemics<br><br>Theoretical Application | Role on the Wall<br>Objectives <ul style="list-style-type: none"> <li>• Hot Seating</li> <li>• Conscience Alley, Devil and Angel, Pressure Circle, Thought-Track.</li> <li>• Non-Verbal</li> <li>• Symbolic Statues/Still Images/Tableau</li> <li>• Verbal Machine</li> </ul> • Stage Directions<br>• Stage Space<br>• Spatial Relationships<br><br>• Identify key words in an exam question.<br>• Formulate key ideas through the use of a mind map.<br>• Structure ideas in a plan, in order to write a response to an exam question. | Component 3<br><br>Section A - 45 Marks<br><br>Written response to 2-10 mark questions.<br><br>External assessed | Knowledge Book/<br>Assessment Booklet<br><br>Knowledge Book <ul style="list-style-type: none"> <li>- C2 - Scripted</li> <li>- C3 'Section A'</li> </ul> Scheme of work resources |
|                |  |  |   |   |  |  |
| Summer Term 2  | Component 3 Interpreting Text<br><br>Section A Noughts & Crosses                                     | Students must develop the ability to... <ul style="list-style-type: none"> <li>- Analyse and evaluate work of <u>theatre makers</u>.</li> <li>- Recognise challenges faced by <u>performer</u>, <u>director</u> &amp; <u>designer</u>.</li> </ul>  | Physical Theatre<br><br>Greek Theatre   | Clear the Space<br>Round by Through<br>Hymn's Hands<br>Chair Duet<br><br>Three Unit:- Time, Place & Action<br>Plot vs Character<br>The Chorus   | Component 3<br><br>Section A - 45 Marks<br><br>Written response to 2-10 mark questions.                          | Knowledge Book <ul style="list-style-type: none"> <li>- C2 - Scripted</li> <li>- C3 'Section A'</li> </ul>   |

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|                         | (1 period)<br><br>Focus:-<br>Audience   | <p>- Analyse and evaluate the way <u>different production elements</u> add to creating theatre.</p> <p>Mock Exam - 45 Marks</p> | Total Theatre  | Stock Characters<br>Mime. Movement<br>Environment<br>The Audience                     | External assessed |                             |
| Theatre of Cruelty      | Moment & Gestures<br>Space & Actor-Audience Relationship<br>Stagecraft  |   |  |   |                   |                             |
| Theoretical Application | <ul style="list-style-type: none"> <li>• Identify key words in an exam question.</li> <li>• Formulate key ideas through the use of a mind map.</li> <li>• Structure ideas in a plan, in order to write a response to an exam question.</li> </ul> |   |  |   |                   |                             |