

MOOR PARK HIGH SCHOOL: CURRICULUM

KS4 Long Term Planning - Drama

Year 11

INTENT: To fulfill the requirements of the specification looking at understanding Drama and performing a play.

Faculty Area: Performing Arts / Drama

Year 11	Autumn/Spring		
		Spring/Summer	
	Blood Brothers	Live theatre	Texts in Practice
KNOWLEDGE	<p>Gain an understanding of the play and how it can be designed, performed and staged.</p> <p>Students will be expected to have a practical understanding of how performance and design options can create a particular interpretation of the play, and how those choices will impact the audience.</p> <p>Understand the exam paper and the ask for each question.</p> <p>From a 4 mark design question to a 20 mark performance question.</p>	<p>Students are required to watch a live theatre performance.</p> <p>They must not only watch it but study the acting, the set design and the choices the director made.</p> <p>Students must understand the effects particular scenes had and how the acting affected it.</p> <p>Gain an understanding of how the way in which a line is delivered can change the meaning of the play.</p> <p>Students must study the play in depth and analyse and evaluate the acting and the effects it brings.</p>	<p>Students must perform two extracts from the same play.</p> <p>They must have studied the play to be able to understand the characters.</p> <p>Students must have the knowledge of how to stage a play</p> <p>Students will study the playwright to be able to understand his intentions and how he wanted it to be brought to life.</p> <p>Students will study their given characters, they will complete a variety of Stanislavski's techniques including, hot seating, units and objectives and given circumstances. They will be then be able to fully commit and 'become' the roles.</p>

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<p>SKILLS</p>	<p>Bring the script to life thinking about physical and vocal skills.</p> <p>Create options of how it could be stage in terms of design and configuration of props and characters.</p> <p>Design costumes, sets, props, lighting and sounds for key scenes throughout the play.</p> <p>Be able to write concisely about costumes choices, set choices and performances choices for the written exam.</p>	<p>They should be able to discuss a variety of aspects of one production giving a personal analysis and evaluation of the theatrical elements and how successfully meaning was communicated to the audience.</p> <p>Apply key drama terminology during the written paper.</p> <p>Make insightful comments on the acting.</p> <p>Be able to remember and draw upon moments from the play that will fit with the question asked.</p>	<p>Students must work hard on developing their acting skills. After gaining knowledge on the characters through Stanislavski's techniques, they must apply this knowledge to their performance. Concentrating on their vocal skills in terms of pitch, pace, volume, tone and emphasis. They must develop their other 4 key skills; movement, gestures, facial expression and interaction and be able to explore and choose the correct approach to create their character.</p>
<p>CONNECTIONS TO PREVIOUS LEARNING</p>	<p>Students have studied different plays in the past and understand which acting skills we can change and the effect it will have.</p>	<p>Students evaluate each other's acting in class all the time, whereas this time it is specific to a play, and the exam question will be specifically asking for an effect that was creating through the acting e.g. a memorable/ dramatic/ tension.</p>	<p>Student have studied plays across the key stages and have developed characters.</p>
<p>ASSESSMENT</p>	<p>A written exam paper at the end of year 11</p>	<p>Written paper</p>	<p>Practical examination from an external examiner</p>
<p>HOMEWORK</p>	<p>A range of question papers, and research into different elements of blood brothers.</p>	<p>Exam practice questions</p>	<p>Rehearsals, and line learning</p>
<p>CULTURAL ENRICHMENT INCLUDING</p>	<p>Trip to see Blood Brothers in September</p>	<p>Trip to see Inspector Calls in February</p>	<p>Wprking with LAMDA teacher – small group and whole class work.</p>

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TRIPS, VISITS, EXPERIENCES, EXTRA-CURRICULAR			
LITERACY	Reading of the play Writing of the exam question answers in good quality English		Reading of the script
NUMERACY	Segments moments of the play into chronological order and order of importance.		Timings of responses
CIAG (all linked to social skills)	Working together in different groups		Working as a team as it will be paired work