

## Drama – St Joseph's College

### Subject vision statement

Our aim is to offer lessons that are valuable to all students in later life regardless of what career path awaits them in the future (life skills), these life skills will often be referred to in terms of our 5 respects. We also want students to leave Drama with an understanding of the influences that different Drama styles, genres and techniques have on theatre and performance mediums as a whole (Drama Knowledge). Drama is taught to students through practical tasks that aim to nurture the skills of collaboration, communication, physical awareness, creativity and discipline.

### Intent statement

#### What: (building on KS2, key concepts and skills)

- Key descriptive terms covered from year 7 up to year 11
- Theatrical techniques and their varying applications to be covered throughout the five years.
- Culturally and performative significant practitioners such as Brecht, Stansivlaski and Artaud to be covered.
- An emphasis on development of student's use of 'life skills' such as collaboration, communication, physical awareness, creativity and discipline.
- Students understanding of the influence of skill and technique use on audiences to built upon throughout their time in Drama.

#### How: (Pedagogy, literacy, numeracy, assessment)

- The use of collaborative rehearsal time to develop performance to form the core student working time.
- The majority of tasks should result in visible performances which showcase lesson learning aims.
- Teacher verbal feedback should be a constant feature throughout lessons.
- Key terminology built upon to improve literacy and students' ability to articulate their learning.
- Students' understanding and ability to meet learning aims assessed through performance, observation of rehearsal, and verbal questioning.
- Oracy skills developed through the verbal nature of peer and teacher feedback.



<b>SMSC</b>	<p>All drama schemes of work contain collaborative opportunities and opportunities for peer and self-reflection.</p> <p>Student abilities in these areas should be built upon over time.</p>	<p>All drama schemes of work contain collaborative opportunities and opportunities for peer and self-reflection.</p> <p>Student abilities in these areas should be built upon over time.</p> <p>The nature of comedy in day-to-day life and how it can effect relationships is explored.</p>	<p>All drama schemes of work contain collaborative opportunities and opportunities for peer and self-reflection.</p> <p>Student abilities in these areas should be built upon over time.</p>	<p>All drama schemes of work contain collaborative opportunities and opportunities for peer and self-reflection.</p> <p>Student abilities in these areas should be built upon over time.</p>	<p>All drama schemes of work contain collaborative opportunities and opportunities for peer and self-reflection.</p> <p>Student abilities in these areas should be built upon over time.</p> <p>Shakespeare's effect on culture and society to be explored.</p>	<p>All drama schemes of work contain collaborative opportunities and opportunities for peer and self-reflection.</p> <p>Student abilities in these areas should be built upon over time.</p>
<b>Careers</b>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>









Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<p><b>Key Terminology and Basics.</b></p> <p><b>Component 1 Section A</b></p> <ul style="list-style-type: none"> <li>. Basic design terminology</li> <li>. Staging/Types of Staging</li> <li>. Theatre roles.</li> </ul> <p><b>Mini Devising Project</b></p>	<p><b>Component 1 Section B Blood Brothers</b></p> <ul style="list-style-type: none"> <li>. Plot</li> <li>. Key Themes</li> <li>. Character Breakdowns</li> </ul>	<p><b>Component 1 Section B Blood Brothers</b></p> <p>4,8,12 and 20 mark questions.</p> <p><b>Component 2 Techniques for devising/ Key practitioners</b></p>	<p><b>Component 2-Project Launch</b></p> <p>Response to a stimulus.</p> <p>Collaboration and communication.</p> <p><b>Component 1 section A and B Interleaved</b></p>	<p><b>Component 2-Project Continued</b></p> <p>Response to a stimulus. -1<sup>st</sup> drafts logged</p> <p>Collaboration and communication. 1<sup>st</sup> drafts logged</p> <p><b>Component 1 section A and B Interleaved</b></p>	<p><b>Component 2-Performance and Review.</b></p> <p>Response to a stimulus. -2<sup>nd</sup> drafts logged</p> <p>Collaboration and communication. 2<sup>nd</sup> drafts logged</p> <p>Performance-Filmed</p> <p>Evaluation- 1<sup>st</sup> Draft.</p> <p><b>Component 1 section A, B Interleaved</b></p> <p>Live theatre trip</p>
<b>Building on</b> (knowledge, concept and skills)	<p>Key theatrical terms used throughout.</p> <p>Key practitioners revisited.</p> <p>Staging types revisited.</p>	<p>Key theatrical terms used throughout.</p> <p>Blood brothers revisited.</p>	<p>Key theatrical terms used throughout.</p> <p>Blood brothers revisited.</p>	<p>Key theatrical terms used throughout.</p> <p>Previous techniques are revisited.</p>	<p>Key theatrical terms used throughout.</p>	<p>Key theatrical terms used throughout.</p>
<b>Building towards</b> (knowledge, concept and skills)	<p><b>Component 1 Section A</b></p> <ul style="list-style-type: none"> <li>. Basic design terminology</li> </ul>	<p><b>Section B Blood Brothers</b></p> <ul style="list-style-type: none"> <li>. Plot</li> <li>. Key Themes</li> <li>. Character</li> </ul>	<p><b>Component 1 Section B Blood Brothers</b></p> <p>4,8,12 and 20 mark questions.</p>	<p><b>Component 2-Project Launch</b></p> <p>Response to a stimulus.</p>	<p><b>Component 2-Project Continued</b></p>	<p><b>Component 2-Performance and Review.</b></p>





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<b>Careers</b>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p> <p>Industry based jobs also explored</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>	<p>Careers links should be made in every drama scheme of work, not in terms of industry, but in terms of the broader professional skills that Drama seeks to develop.</p>

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><b>Component 2-</b> Watch back performances. Finalise coursework for moderation.</p> <p><b>Component 1</b> Section C- Live Theatre Analysis and Evaluation.</p> <p><b>Component 3-</b> Script project-Launch.</p> <p><b>Extract 1 and 2 chosen</b></p>	<p><b>Component 3</b> Script Project Extract 1 and 2 rehearsed.</p> <p><b>Component 1 –</b> All sections interleaved</p> <p><b>Live Theatre Visit 1</b></p>	<p><b>Component 3</b> Script Project</p> <p>Performed to examiner- (this could be delayed to HT4 dependent on time of visit)</p> <p><b>Component 1 –</b> All sections interleaved.</p>	<p><b>Component 1</b> Section B and C Essay question practice, Writing styles and practice</p> <p><b>Component 2-</b> Final responses to moderation and marking. Final Marks given.</p> <p><b>Live Theatre Visit 2</b></p>	<p><b>Component 1.</b></p> <p>All sections revision and practice</p>	
<b>Building on</b> (knowledge, concept and skills)	Key theatrical terms used throughout.	Key theatrical terms used throughout.	Key theatrical terms used throughout.	Key theatrical terms used throughout.	Key theatrical terms used throughout.	
<b>Building towards</b> (knowledge, concept and skills)	<p><b>Component 2-</b> Watch back performances .Finalise coursework for moderation.</p> <p><b>Component 1</b> Section C- Live Theatre Analysis and Evaluation.</p>	<p><b>Component 3</b> Script Project Extract 1 and 2 rehearsed.</p> <p><b>Component 1 –</b> All sections interleaved</p> <p><b>Live Theatre Visit 1</b></p>	<p><b>Component 3</b> Script Project</p> <p>Performed to examiner- (this could be delayed to HT4 dependent on time of visit)</p> <p><b>Component 1 –</b> All sections interleaved.</p>	<p><b>Component 1</b> Section B and C Essay question practice, Writing styles and practice</p> <p><b>Component 2-</b> Final responses to moderation and marking. Final Marks given.</p> <p><b>Live Theatre Visit 2</b></p>	<p><b>Component 1.</b></p> <p>All sections revision and practice</p>	

	<b>Component 3- Script project- Launch.</b>				
	<b>Extract 1 and 2 chosen</b>				
<b>Wider reading and learning suggestions</b>	BBC Bitesize  Practice papers  After school rehearsals  Live theatre research	BBC Bitesize  Practice papers  After school rehearsals  Live theatre research	BBC Bitesize  Practice papers  After school rehearsals  Live theatre research	BBC Bitesize  Practice papers  After school rehearsals  Live theatre research	BBC Bitesize  Practice papers  After school rehearsals  Live theatre research
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