

DRAMA

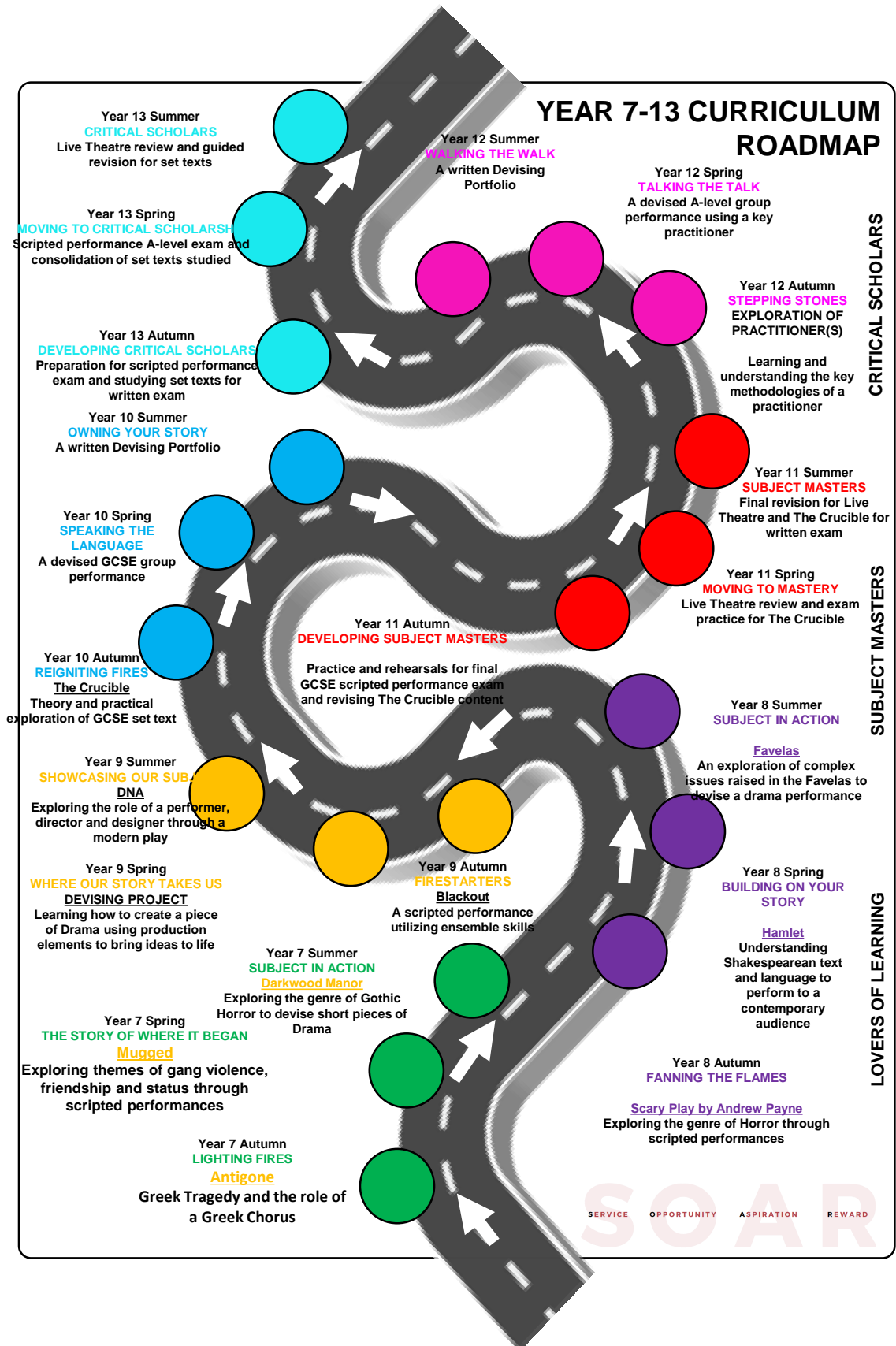


Head of Department: Ms Liliana Tavares

S **O** **A** **R**

SERVICE OPPORTUNITY ASPIRATION REWARD

Drama Curriculum: KS3 – KS5



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all Drama lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in **Drama** look like this:



Do Now: Spotlight Performances

Keywords

Last Week:
Character Status

**This Week: Non -
Verbal
Communication**

Understanding Characterisation

Create a still image which best shows your character and relationships with other characters, using the following skills:

Gestures

Facial Expressions

Body Language



AP2 Practice & Preparation

Y7 Drama

Devising: Using the body as a prop

Physical theatre used to create rooms

To use ensemble skills to create a role play with a spooky atmosphere

Setting the scene: What makes an interesting story?

Structure, character conflicts, groups setting

Inside Darkwood Manor

Character immersion in a horror context

Understanding character relationships and status

Marky's early relationships with other characters with a focus on dynamics

Role of media in spreading stereotypes

Using cross cutting to exaggerate character descriptions

Setting the Scene: Mugged

Key themes and context in a scripted performance of gang violence and friendship

AP1 Practice & Preparation

Response to Creon's decisions using knowledge of Greek plays and skills of Greek chorus

Character Analysis: Antigone

Application of choral techniques to the character of Tiresias

How are choral techniques effective in a group performance?

Practice a range of Greek choral techniques using lines from Antigone

Setting the scene: Antigone

Family tree – who are the main characters; still images of chronology of the play

How is your progress measured in Drama in Autumn Term?

Autumn: Antigone

Performance: creating an ensemble performance in the style of a Greek Chorus

- Vocal skills
- Physical skills
- Choral techniques
- Peer evaluation (**verbal**)

Emerging	Achieving	Excelling
<p>I can use my voice in a performance</p> <p>I can use my physicality in a performance</p> <p>I can identify a moment I thought was impressive or not successful in a piece of drama.</p>	<p>I can begin to make vocal choices, mostly through my use of volume and tone</p> <p>I can show some expression in the style of a Greek Chorus</p> <p>I can begin to make physicality choices, mostly through my use of gestures and unison</p> <p>I can identify and explain the strengths and areas for development of a piece of drama</p>	<p>I can make appropriate vocal choices, including use of volume, tone, pitch and pace.</p> <p>I can make appropriate physicality choices, including use of gestures, facial expressions, posture, body language, movement and levels.</p> <p>I can perform with emerging confidence and expression in the style of a Greek Chorus</p> <p>I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.</p>

Topic: Antigone

Autumn Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Illustrate the main events of Antigone through still images	Create still images in small groups to show key moments within the story
2	Use movement to communicate emotions and character relationships	Perform a short scene with exaggerated expressions and movement - no speaking allowed.
3	Understand and perform using levels and space to show power and relationships.	Block a short scene using high, medium, and low levels and explain the choices made.
4	Explore and apply mime to tell a story without words.	Devise a mime sequence showing a character's routine or challenge, performed in silence.
5	Use gesture and movement to create a believable character.	Perform a walkabout: enter and move as your character would, interacting without speaking.
6	Learn and apply thought tracking to reveal internal feelings of a character.	Freeze mid-scene and speak the inner thoughts of your character to the audience.
7	Use slow motion to highlight dramatic tension or key action.	Rehearse a scene with a slow-motion climax and reflect on its impact.
8	Combine techniques in a devised performance to show understanding of all skills learned.	Create and perform a short scene using at least 3 techniques (e.g. freeze frame, mime, thought tracking).

How is your progress measured in Drama in Spring Term?

Spring: Scripted Performance from Mugged by Andrew Payne

Performance: rehearse and perform a scripted ensemble performance which aims to convey a range of emotions and group dynamics

- Vocal skills
- Physical skills
- Characterisation
- Staging
- Peer evaluation (verbal)

Emerging	Achieving	Excelling
<p>I can use my voice in a performance</p> <p>I can use my physicality in a performance</p> <p>I can identify a moment I thought was impressive or not successful in a piece of drama.</p>	<p>I can begin to make vocal choices, mostly through my use of volume and tone.</p> <p>I can begin to make physicality choices, mostly through my use of gestures to show emotion</p> <p>I can identify and explain the strengths and areas for development of a piece of drama</p>	<p>I can make appropriate vocal choices, including use of volume, tone, pitch and pace.</p> <p>I can make appropriate physicality choices, including use of gestures, facial expressions, posture, body language, movement and levels</p> <p>I can perform with confidence to display a range of different emotions</p> <p>I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.</p>

Topic: Mugged

Spring Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Understand how to show the difference between a gang and a friendship group through costume, dialogue and body language.	Creating a role play which best shows the way that gangs treat those outside of a gang.
2	Understanding the concept of fear in the opening of the play: Mugged	Use both movement and voice to communicate the characters nervousness within the opening of the play
3	Understand how to show status and group roles through movement, spacing and voice.	Rehearse the scene to communicate the group dynamics between the characters
4	Understand how to show the emotion of loss using slow, deliberate movement, facial expressions and gestures.	Create four clear images which leads to the events of the characters attack, using a combination of slow motion and mime.
5	To understand and apply the term conviction (an actor's ability to be believable and engaging)	Re-enact the scene showing conviction in the use of physicality and voice
6	Understand how to communicate through facial expressions, gestures and movements without speaking (non-verbal)	Mark the moment in the scene through non-verbal techniques: Sill image/pauses/slow motion
7	Understand how to use cross-cutting to show different moments or perspectives in a performance.	Create a news report on the characters attack as the rest of the characters react to the news through cross-cutting
8	Understand how to show a range of emotions clearly through voice, movement and facial expressions.	Rehearse a perform a scene to present how your character is feeling on the inside rather than how they act on the outside

How is your progress measured in Drama in Summer Term?

Summer: Devising – Darkwood Manor House

Performance: creating a role-play which aims to create tension and clear characterisation

- Vocal skills
- Physical skills
- Characterisation
- Peer evaluation (**verbal**)

Emerging	Achieving	Excelling
<p>I can use my voice in a performance</p> <p>I can use my physicality in a performance</p> <p>I can identify a moment I thought was impressive or not successful in a piece of drama.</p>	<p>I can begin to make vocal choices, mostly through my use of volume and tone to show character</p> <p>I can begin to make physicality choices, mostly through my use of gestures to show some character emotions</p> <p>I can begin to use techniques to create tension for the audience</p> <p>I can identify and explain the strengths and areas for development of a piece of drama</p>	<p>I can make appropriate vocal choices, including use of volume, tone, pitch and pace to show clearly the emotions of the character</p> <p>I can make appropriate physicality choices, including use of gestures, facial expressions, posture, body language, movement and levels</p> <p>I can perform with confidence to display a range of different emotions and create tension for the audience</p> <p>I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.</p>

Topic: Darkwood Manor House

Spring Term Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Understand the key ingredients (character, setting, conflict and resolution) to create a strong storyline.	Create freeze frames which shows a clear beginning, middle and end of a scene
2	Understand how to create a believable character by using voice, movement and improvisation techniques.	Through pair work, improvise a discussion on why your character would like to enter the 'Darkwood Manor house'
3	Understand how to add narration to explain the story, give a character's thoughts or guide the audience.	Create a role-play led by self narration as the group approach the 'Darkwood Manor house'
4	Understand how to build tension in a scene by using pauses, pace and silence effectively.	Create statues which develop into a movement sequence, depicting different emotions
5	Understand how to use your body and physical positioning to create objects or setting and build atmosphere.	Use the body to create a room in the 'Darkwood Manor house' which develops into the use of soundscapes and movement
6	Understand how to structure a scene with a beginning, build up, climax and resolution to build tension.	Create the middle and ending of a scenario which shows something disastrous happening in the 'Darkwood Manor house'
7	Understand how to mark key moments in a scene using techniques like freeze frame, slow motion or thought tracking.	Apply thought-tracking and slow motion to your role-play to mark the moment

Y8 Drama

Incorporating Monologues/duologues: Favela's

A written speech from perspective of chosen character(s). Aftermath of key events.

AP2 Practice & Preparation

A devised scene combining skills and story learnt.

Creating Character: Favela's

Structure, character conflicts, groups setting

Introduction to Favela's

Understanding of the wider context of the world, in relation to crime

Exaggerated Theatre: Hamlet

Application of mime to create a re-enactment of Hamlet's fathers death, to get Claudius to confess.

Character Development Tasks: Hamlet

Rehearsing key scenes, using drama skills to bring the relationships between Hamlet and the other characters to life.

Setting the Scene: Hamlet

Key themes and within a Shakespeare play and the language used.

AP1 Practice & Preparation

Using choral skills for both voice and movement to create an ensemble performance which aims to create tension within a scene.

Creating Suspense and Tension: Scary Play

Application of techniques which can create tension within a scene - focussing on character fears.

Setting the scene: Scary Play

Introducing the genre of horror and suspense by building ingredients to what makes a good story.

Understanding of Character Status: Scary Play

Bringing opening scenes to life to show understanding of the setting and character dynamics.

How is your progress measured in Drama in Autumn Term?

Autumn: Scripted Performance from Scary Play by Andrew Payne

Performance: creating an ensemble performance which aims to create tension within a scene.

- Vocal skills
- Physical skills
- Choral techniques
- Characterisation
- Peer evaluation (written)

Emerging	Achieving	Excelling
<p>I can use my voice in a performance</p> <p>I can use my physicality in a performance</p> <p>I can identify a moment I thought was impressive or not successful in a piece of drama.</p>	<p>I can begin to make vocal choices, mostly through my use of volume and tone.</p> <p>I can begin to make physicality choices, mostly through my use of gestures.</p> <p>I can identify and explain the strengths and areas for development of a piece of drama</p>	<p>I can make appropriate vocal choices, including use of volume, tone, pitch and pace.</p> <p>I can make appropriate physicality choices, including use of gestures, facial expressions, posture, body language, movement and levels.</p> <p>I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.</p>

Topic: Scary Play

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Use vocal tone, pace and gesture to heighten tension when telling a story	Through group work, the storyteller is going to read the story to the group, as the group show a range of different reactions.
2	Identify and demonstrate character status through posture, levels and positioning.	Read scene 1 of Scary Play and create an adaption to the scene using physical and vocal skills
3	Use controlled mime to build tension in a silent scene	Choose a key moment and create a mime using slow motion
4	Respond spontaneously in improvisation to show realistic reactions in a high-stress moment	Create dialogue that would take place after the opening to the scene
5	Know how to use split scene to show clear contrasts between different locations or perspectives	Group work: choose 4 key moments between scenes 3 and 4 to split and combine
6	Show fear through facial expressions, body language and movement to develop character	Rehearse scene 5 focussing on the characters fear using slow motion and still images
7	Know how to use choral voice and movement to create a mood or atmosphere	Develop 6 images into a movement sequence using choral techniques: unison and canon
8	Apply proxemics to show the relationship and power dynamic between two characters	Rehearse scene 7 focussing on the distance between the characters and the villain
9	Know how to perform monologues using choral techniques (canon, unison, echo) to build emotion	Creating own version of the monologue using repetition, unison and canon

How is your progress measured in Drama in Spring Term?

Spring: Hamlet by William Shakespeare

Performance: An exaggerated style of theatre

- Vocal skills
- Physical skills
- Movement
- Rehearsal Process
- Performance
- Peer evaluation
- Character relationships and character motivations

Emerging	Achieving	Excelling
<p>I can use my voice in a performance</p> <p>I can use my physicality in a performance</p> <p>I follow instructions whilst working in a group.</p> <p>I can take part some moments of a group performance</p> <p>I can identify a moment I thought was impressive or not successful in a piece of drama.</p>	<p>I can begin to make vocal choices, mostly through my use of volume and tone.</p> <p>I can begin to make physicality choices, mostly through my use of gestures.</p> <p>I work with others in a focused manner and sharing some ideas</p> <p>I can take part in a group performance and begin to express characters and character motives through exaggerated movement</p> <p>I can identify and explain the strengths and areas for development of a piece of drama</p>	<p>I can make appropriate vocal choices, including use of volume, tone, pitch and pace.</p> <p>I can make appropriate physicality choices, including use of gestures, facial expressions, posture, body language, movement and levels.</p> <p>I can experiment with ideas and lead the group improvement of work throughout the rehearsal.</p> <p>I perform with emerging confidence, expressing the characters and their relationships with other characters through exaggerated movement, showing clear awareness of the audience.</p> <p>I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.</p>

Topic: Hamlet

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Understand how to turn a Shakespeare plot into a modern version to make it real and relevant to today's audience.	Decide on a modern setting of the plot and create 3 freeze frames
2	Know the four key themes in portrayed in Hamlet (family, revenge, death, betrayal)	Devise a scene which incorporates all four themes
3	Understand the opening of Hamlet and can perform it using choral movement and speech.	Write and rehearse the contents of the letter using choral techniques: repetition, canon and unison
4	Use Spontaneous Improvisation to reveal the tragic events which Hamlet faces	Create an improvisation and perform a scene between Hamlet and his best friend, Horatio.
5	Apply non-verbal techniques to show the relationship between Hamlet and his father.	Devise a short opening movement sequence between the ghost of Hamlet's father and Hamlet
6	Understand and analyse a Soliloquy to explore a character's thoughts and perform them with insight.	Work on a section of Hamlet's Soliloquy, adding choral movement and sound
7	Understand the role of Ophelia within the play	Create a scene using dialogue as Ophelia's friends deciding on the best advice in relation to Hamlet
8	Understand how to devise a television show to explore the plot .	Devise a scene for the Jeremy Kyle show displaying the family issues within the play
9	Understand the term 'dumb plot' and use it within my explanations.	Create exaggerated still images of the key events which lead into the death of Hamlet's father
10	Know how to use movement and space to enhance character relationships	Rehearse the scene using basic movement and space which communicates the relationship between the characters
11	Understand the final showdown in the events of a 'Dumb Show'	Create a still image for each of the key events – ensuring characters and relationships are clear through physical skills and using of space.

How is your progress measured in Drama in Summer Term?

Summer: Devising – Favelas

Performance: Devising performance

- Vocal skills
- Physical skills
- Rehearsal Process
- Performance
- Peer evaluation (**written**)
- Ensemble techniques

Emerging	Achieving	Excelling
<p>I can use my voice in a performance</p> <p>I can use my physicality in a performance</p> <p>I follow instructions whilst working in a group.</p> <p>I can take part some moments of a group performance</p> <p>I can make some character responses</p> <p>I can identify a moment I thought was impressive or not successful in a piece of drama.</p>	<p>I can begin to make vocal choices, mostly through my use of volume and tone.</p> <p>I can begin to make physicality choices, mostly through my use of gestures.</p> <p>I work with others in a focused manner and sharing some ideas</p> <p>I can take part in an ensemble performance and begin to express some choral skills</p> <p>I can identify and explain the strengths and areas for development of a piece of drama</p>	<p>I can make appropriate vocal choices, including use of volume, tone, pitch and pace.</p> <p>I can make appropriate physicality choices, including use of gestures, facial expressions, posture, body language, movement and levels.</p> <p>I can experiment with ideas and lead the group improvement of work throughout the rehearsal.</p> <p>I perform with emerging confidence, expressing with a range of choral skills and showing clear awareness of the audience.</p> <p>I can show a clear range of emotions</p> <p>I can identify the strengths and areas for development of a piece of drama using drama key words and include how it made the audience feel.</p>

Topic: Favela

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Know how to show a character's emotions and actions that reflect the realities of life in the Favelas	Create still images based on three chosen words which develop into an abstract sequence
2	Know how to create short role-plays using key descriptive words associated with the favelas	Create a clear character and plan a short role-play which communicates the emotions and actions linked to Favelas
3	Know how to reflect on peer role play using drama specific vocabulary to give and receive constructive feedback	Rehearse and perform a clear structure – using beginning, middle and end of the role-play planned in the previous lesson
4	Identify different types of crime in the favelas and be able to use cross cutting to explore multiple viewpoints.	Create four mini scenes displaying the crime being committed, which cross-cuts to the courtroom and prison.
5	Know how to choreograph and perform a movement sequence to express character responses to crime and violence.	Choose 5 words which convey the character's attitude and create a 4 beat movement sequence for each word
6	Know how to write a monologue that clearly conveys a character's inner thoughts, emotions and motivations.	Write a monologue which describes the tragic events which occurred and your character's response to it.
7	Know how to perform a cross cut scene using monologues to show contrasting emotional responses from different characters.	Pair work: Direct each other's monologue paying attention to detail and develop this by cross-cutting between the two monologues

Y9 Drama

DNA

A written speech from perspective of chosen character(s). Aftermath of key events.

AP2 Practice & Preparation

A devised scene combining skills and story learnt.

DNA

Structure, character conflicts, groups setting

DNA

Understanding of the wider context of the world, in relation to crime

Devising Project: Plot and Characters

Bringing scenes to life demonstrating clear characters and a clear structure to the storyline.

Devising Project: Production Elements

Using production elements to enhance the creation of the drama piece

Devising Project: Stimulus

Introducing the stimulus for devising project to plan a piece of drama.

AP1 Practice & Preparation

Using stylisation skills for both voice and movement to create an ensemble performance which aims to achieve directors intentions.

Developing use of ensemble theatre

Combination of performance skills to begin to explore directors intentions.

Setting the scene: Introduction to Blackout

Introducing stylisation and abstract theatre through the study of themes in Blackout by Davey Anderson

Applying stylisation

Bringing opening scenes to life to demonstrate an understanding of the themes and physical representations.

How is your progress measured in Drama in Autumn Term?

Autumn: Blackout by Davey Anderson

Performance:
Scripted performance of extracts from Davey Anderson's **Blackout**

- Stylisation (Unison, Canon, Choral and ensemble work)
- Physical skills
- Vocal Skills
- Use of stage space
- Communication of themes
- Characterisation

Emerging	Achieving	Excelling
<p>I can demonstrate some focus in performance.</p> <p>I show a basic understanding of my role within performance.</p> <p>I participate in performance with my group.</p> <p>I can begin to use vocal skills demonstrated through volume, pace and tone.</p> <p>I can begin to use physical skills through use of facial expressions, gesture, body language and stance.</p> <p>I make basic contributions to the stylisation showing I have some understanding of the artistic intention.</p>	<p>I can demonstrate suitable focus and confidence.</p> <p>I can generally demonstrate characterisation.</p> <p>I can show some rapport with my group on stage (working together as an ensemble).</p> <p>I can show suitable use of vocal control demonstrated through clarity, pace, inflection, pitch and projection.</p> <p>I can show suitable use of physical control through use of space, gesture, stillness and stance.</p> <p>I can demonstrate a clear use of stylisation showing I mostly understand the artistic intention.</p>	<p>I can demonstrate effective focus and confidence.</p> <p>I can maintain characterisation consistently.</p> <p>I can show effective rapport with my group on stage (working together as an ensemble).</p> <p>I can show competent use of vocal control demonstrated through clarity, pace, inflection, pitch and projection.</p> <p>I can show competent use of physical control through use of space, gesture, stillness and stance.</p> <p>I can demonstrate an effective use of stylisation showing an understanding of artistic intention.</p>

Topic: Blackout

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Use of space to explore the themes of loneliness and crime	Through group work, stage scene 1 focussing on positioning, proxemics and levels.
2	Use of gestures to communicate family relationships and the theme of abuse	Through group work incorporate gestures to portray the events of scenes 2 and 3
3	Use the tone of voice to explore the themes of bullying and friendship	Rehearse scenes 4 and 5 in pairs focussing on the emotions behind the voice
4	The use of body language to portray the impact of bullying and the theme of identity	Through group work create different forms of body language through a rehearsal of scenes 8 and 9
5	Understanding and applying a combination of skills learnt so far	Rehearse and perform scene 10 incorporating the use of space, gestures, tone of voice and body language ready to be assessed.
6	Use controlled mime and staging to portray the themes of grief and isolation	Through group work create a mimed sequence which displays the events of scenes 12 and 13
7	Use of facial expressions to communicate a lack of self control and the theme of violence	Rehearse an adapted version to scenes 15 and 16 by incorporating clear facial expressions to communicate character emotions
8	Understanding and applying clear characterisation to portray the themes of redemption and forgiveness	Use voice and physicality to embody different characters through rehearsing scenes 18 and 19
9	Using direct address to inform the audience on the theme of hope within the scene	Through pair work break the fourth wall by addressing the audience using scripted lines from scene 20
10	Preparation for assessment point 1	Rehearsal of allocated scenes explored previously, applying all skills and techniques.
11	Assessment Point 2	Scripted performances/scenes of Blackout by Davey Anderson

How is your progress measured in Drama in Spring Term?

Spring: Devising from Stimulus

Performance: rehearse and perform a self-devised ensemble performance which aims to convey a range of emotions and group dynamics.

Written: Reflect on the process and final outcomes of their own performance

- Vocal skills
- Physical skills
- Characterisation
- Staging
- Peer evaluation (verbal)
- Self-analysis (written)
- Self-evaluation (written)

Emerging	Achieving	Excelling
<p>I can use my voice in a performance.</p> <p>I can use my physicality in a performance.</p> <p>I can follow instructions whilst working in a group.</p> <p>I can make some character choices.</p> <p>I show limited analysis and evaluation, of my show, my personal contribution and other's work.</p>	<p>I can begin to make vocal choices through volume and tone.</p> <p>I can begin to make physicality choices through gesture.</p> <p>I work with others in a focused manner, occasionally contributing ideas.</p> <p>I can make character choices through basic intentions.</p> <p>I show sound analysis and evaluation, of my show, my personal contribution and other's work.</p>	<p>I can make appropriate and complex vocal choices through volume, tone, pitch and pace.</p> <p>I can make appropriate and complex physical choices through gestures, facial expression, posture, body language, movement and levels.</p> <p>I can experiment with ideas and lead the group improvement of work throughout the rehearsal.</p> <p>I can make complex character choices through appropriate intentions and reactions.</p> <p>I show complex analysis and evaluation, of my show, my personal contribution and other's work.</p>

Topic:

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Explore images from stimuli, connecting those images through movement.	Create images representing the beginning, middle and end of the story
2	Understand how to build a narrative as a group.	Decide upon the narrative / structure for devised works and map it out.
3	Explore intentions behind characters and how that manifests physically.	Create characters physically and on worksheet. Decide production roles
4	Understand how to turn an idea into a performance, introducing characters.	Create opening scene of devised performance.
5	Express character motivations and emotions through monologue.	Design monologues and decide how they will fit in with the show.
6	Understand how to turn an idea into a performance, exploring conflict.	Create middle scene of devised performance.
7	Express ideas more abstractly through body, with the aid of words.	Play with movement languages, creating a movement scene.
8	Understand how to turn an idea into a performance, resolving plot.	Create final scene of devised performance.
9	Understand different production elements and apply them to show	Production workshop: explore costume, props and set.
10	Understand how to make a show 'ready' for an audience.	Rehearse, refine and run performance
11	Combine techniques to perform a well-realised performance. Critique using Drama Language.	Perform shows and give feedback to peers.

How is your progress measured in Drama in Summer Term?

Summer: DNA

Performance: Extracts from DNA by Dennis Kelly to be performed in groups

Written: Writing as the role of a performer and director

- Vocal skills
- Physical skills
- Staging
- Characterisation
- Theatre makers in practice

Emerging	Achieving	Excelling
<p>I can use my voice in a performance.</p> <p>I can use my physicality in a performance.</p> <p>I can follow instructions whilst working in a group.</p> <p>I can make some character choices.</p> <p>I can make some staging choices</p> <p>I can demonstrate basic knowledge of the characters with a limited understanding of the performance skills</p> <p>I can demonstrate basic knowledge with a limited understanding of the chosen production element</p>	<p>I can begin to make vocal choices through volume and tone.</p> <p>I can begin to make physicality choices through gesture.</p> <p>I work with others in a focused manner, occasionally contributing ideas.</p> <p>I can make character choices through basic intentions.</p> <p>I can demonstrate an appropriate knowledge of the characters with a competent understanding of the performance skills</p> <p>I can demonstrate an appropriate knowledge with a competent understanding of the chosen element</p>	<p>I can make appropriate and complex vocal choices through volume, tone, pitch and pace.</p> <p>I can make appropriate and complex physical choices through gestures, facial expression, posture, body language, movement and levels.</p> <p>I can experiment with ideas and lead the group improvement of work throughout the rehearsal.</p> <p>I can make complex character choices through appropriate intentions and reactions.</p> <p>I can demonstrate comprehensive knowledge of the characters with an assured understanding of the performance skills</p> <p>I can demonstrate comprehensive knowledge with an assured understanding of the chosen element</p>

Topic:

Golden Nugget and Work Hard

	Golden Nugget	Work Hard
1	Setting the scene by exploring the use of voice	Rehearse the opening to DNA by incorporating a range of different vocal skills
2	Using non-verbal communication to explore social hierarchy	Use non-verbal skills to create strong character distinctions within scene 1
3	Using stage space to explore the themes of peer pressure and responsibility	Rehearse and stage scene 3 showing clear intentions and status within the group
4	Using gestures and facial expressions to explore the themes of mental health and trauma	Use physicality and improvisation to explore how to group reacts to Adam's return
5	Understanding how to use a production element to enhance a scene	Rehearse scene 4 by making a creative decision on how to implement a prop
6	Understanding how to make decisions as the role of a director	Extending writing task on costume description and how a character explores with specific clothing items
7	Exploring the use of silence and different vocal tones to add meaning to a scene	Create a duologue exploring the tension between the two characters to communicate the themes of loss and isolation
8	Assessment preparation – practical and written	Rehearsal of allocated scenes explored previously, applying all skills and techniques. Answer questions on performance skills and production elements based on the scenes explored.
9	AP2	