

Drama - Y10 - Medium Term Plan - Term 3

Year group 10	Subject:Introduction to Drama
Prior learning- linked to National Curriculum	Building on knowledge which has been established during KS3 - term 3 is a full half term of preparation for the start of Component 1.
Rationale	Students are attending their main theatre trip this half term and will be working on their Component 1 content.
Vocabulary:	Key Tier 3 Vocabulary Words are: Style, Genre, Role, Creative Intention, Proscenium Arch, Traverse, Director, Choreographer, Designer, interpretation, measuring, scale, form, aesthetics, Naturalism, Alienation,
Cultural Capital:	By choosing to take the BTEC, these students have chosen to explore and investigate the way professional theatre is made and produced. This course gives the students an insight into the many different ways that a person can be involved in the arts, whether on stage, in the creative team, or as part of the theatre itself. There are links to history, art and English Literature in the course, as well as preparing students for the world of work in the arts industry.
Key assessments- name the assessments	Assessment 1: Mock Component 1 - start of term Assessment 2: create make up design using the Lion King as a stimulus
What do children know/ can do now (EDSM)	<p>L2 Pass: Students can identify the basic rules of the studied techniques, with some interest in taking their studies to the next level. Writing is basic but there is evidence of some research and understanding of the task. In Designing, there is some knowledge of the conventions of style and genre and the students are able to present a basic understanding of the design process and to create designs that are appropriate to both the style and the dramatic requirements of the text .</p> <p>L2 Merit: Students have a developing understanding of design and construction skills and techniques. they are showing that they have used research and recognised design processes and that there is evidence that this is informing their finished designs. In their written work, the student shows evidence of research, in and</p>

outside of lessons. They can describe and explain their own design decisions and can provide relevant examples from texts they are studying to clarify their explanations.

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L2 Distinction/ Distinction* : Students have a comprehensive understanding of the material and the creative intentions of the productions they are studying. They show detailed understanding of the different roles and responsibilities involved in creating theatre. In their design work they are secure in the process and can evidence a range of approaches and techniques that have informed the successful development of their initial ideas. In their written work, the student shows evidence of research, in and outside of lessons. They can describe, explain and analyse their own design decisions and the design concepts of practitioners. They can provide appropriate and relevant examples from the texts they are studying to clarify and justify their explanations.