

# DRAMA YEAR 10



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

TERM 3 April-July	Lesson 1	Lesson 2	Lesson 3-4	Lesson 5-6	Lesson 7	Lesson 8
<b>TOPIC (S)</b>  <b>Component 1</b> <b>Section B</b> <b>Blood Brothers</b>  <b>Section C</b> <b>Live Theatre</b>	<b>Objective:</b> Question 3 of section B. Exam question practice, modelling of best practice, analysis of exemplar answer.	<b>Objective:</b> Question 1-3 of Section B timed practice. Peer mark and feedback. Targets for improvement.	<b>Objective:</b> Question 4 of section b. Exam question practice, modelling of best practice, analysis of exemplar answer.  Question 4 timed practice. Peer mark and feedback. Targets for improvement.	<b>Objective:</b> Introduction to section C.  Watch Live theatre piece. Character analysis.	<b>Objective:</b> Section C Live Theatre exam question practice, modelling of best practice, analysis of exemplar answer.	<b>Objective:</b> Section C Live Theatre timed practice. Peer mark and feedback. Targets for improvement.
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>- Understanding of the narrative of chosen Live Theatre Piece – CIDN</li> <li>- Context of the play</li> <li>- Exploration of characters</li> <li>- Understand how to approach exam questions and structure written answers</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	Peer and teacher verbal feedback	<b>Checkpoint</b> Present initial blocking and progress with rehearsals	Teacher and peer feedback	<b>Checkpoint</b> Perform polished performance Analyse and evaluate	Peer and teacher feedback	<b>Formal assessment</b> recorded performance
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Exploration of themes CIDN – Autism</li> <li>• Importance of Live Theatre</li> <li>• Live Theatre culture in the UK</li> </ul>					
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Understanding autism</li> <li>• Respecting peoples opinions and thoughts on context and themes</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Use of scripts</li> <li>• Curious Incident of the Dog in the Night-time book</li> </ul>					
<b>Key Vocabulary</b>	Devising Collaboration Characterisation Freytag's Pyramid, Plot, Structure, Audience, Semiotics, technical, voice, movement, gesture, dramatic potential, rehearsal, polished, transitions, Stylised, sequences					
<b>Digital Literacy</b>	Research using the internet search engines, accessing email, constructing and responding to formal emails with attachments Use of Microsoft Word and Microsoft Powerpoint. Garageband- editing music tracks					

Careers	Actor, Director, Theatre manager, Scriptwriter, Dancer, Theatre in Education Performer, Teacher, Historian, Researcher, Artist, Musician, Journalist, Costume Designer
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