

**Long
Term Plan**

Our GCSE students will build on their KS3 knowledge of theatre vocabulary, styles and techniques through in-depth analysis and evaluation of text, style, character and design. They will develop their understanding and use of modern professional practice when devising, rehearsing, designing and performing theatre, enabling them to explore and craft their own interpretations of performance with a high level of independence, creativity and awareness. Students will sculpt their acting and design skills through practice, focusing on creating impact for an audience. Students will explore professional repertoire and devise from stimuli, enabling them to flourish as twenty first century theatre makers.

Year 10: Drama

		Learning Cycle	Key Concepts and Themes	Vocabulary
Year 10: Drama	HT1	Blood Brothers	<ul style="list-style-type: none"> Themes: fate, superstition, nature vs nurture, inequality of social class, violence 1950's-80's Liverpoolian context Naturalistic, comic and stylised performance styles Interpretation of text, technique and design Analysis of acting and character Analysis of design (lighting, set, costume) Creating impact for an audience <p><i>Stimuli: Blood Brothers, Liverpool in the 60s-80s, Staging types, Theatre makers</i></p>	Cyclical structure, Colloquial Scouse terms ('living on the never never'), Subtext, objectives, super-objective, emotional memory, Proxemics, tension, climax, atmosphere, mood, Nonchalance, Lighting: gobo, gel, crossfade, snap, Fresnel, Set: rostra, cyclorama, treads, trundle, Vocal and physical skills
	HT2			
	HT3	Devising	<ul style="list-style-type: none"> Practitioner approaches: Frantic Assembly's physical theatre, Bertolt Brecht's Epic Theatre Roles and responsibilities of actor/devisers or designer/devisers Planning, rehearsing and putting on a performance Devising from stimuli Analysing, evaluating and refining performance Application of style, techniques and skills to create impact for an audience Impact of plot structure, creative choices, aims and intentions <p><i>Stimuli: Resistance by Muse, Can one person change the world?, Witch Spawn by Beth Cross</i></p>	Frantic Assembly: physical theatre, Round-by-through, Chair or Swipe Duets, Clear the Space, Fluff, building blocks Bertolt Brecht: epic theatre, placards, Leading Body Parts, juxtaposition, direct address, spass, narration Various, depending on performance choice.
	HT4			
	HT5	Devising	<ul style="list-style-type: none"> Writing to describe, explain, analyse and evaluate In depth consideration of character, context, theatrical devices, design, acting skills, themes and impact on the audience <p><i>Stimuli: Blood Brothers, Individual devised performance stimulus</i></p>	Refine, Analyse, Evaluate, Use of prior learning of theatrical vocabulary, Dramatic intent
	HT6			

Skill Development	<ul style="list-style-type: none"> Characterisation skills (Vocal skills: pitch, pace, tone, emphasis, diction, Physical skills: posture, gesture, gait, control, mime, stillness, facial expressions. Reactions) Creating impact for an audience through acting, design, use of theatrical devices and styles. Devising skills: using a stimulus, narrative structure (cyclical, linear, episodic) rehearsing effectively, applying practitioner techniques, researching Working with scripts: use of subtext, objectives, naturalistic, comic and stylised approaches to text, using design to emphasis themes, applying context in performance Application of Epic, Naturalistic, Physical Theatre and comic techniques Performance skills: confidence, connecting with an audience, performance discipline, learning lines, creativity, imagination. Describing, analysing and evaluating acting and performance
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