

EMMANUEL COLLEGE

THE MUSIC AND DRAMA DEPARTMENT

Year 10



Year 10	GCSE Early Start Scheme
Unit Title	Acting Skills Development & Drama Terminology
Key Question (s)?	How do I use vocal skills, physical skills, facial expressions and staging terminology to enhance my acting, create character and staging, and communicate with an audience?
Threshold concepts	Acting skills will be developed through three key concepts: vocal, physical and facial acting. Stage configuration and stage directions are essential elements to understanding an actor's movement, positioning, and interaction and communication with the audience whilst on stage. Students will have a good understanding of the essential skills an actor.
Link to Prior Learning	Students who have taken LAMDA exams or taken part in College productions will have some understanding of acting skills and terminology.
Year 10	Autumn Term and Spring, Half-Term 1
Unit Title	Component 2: Devising Drama (practical) – 40% of the course.
Unit Title	<ol style="list-style-type: none"> 1. How do I use a stimulus and improvisation to devise an original piece of drama? 2. How do I structure this devised piece so that the plot is accessible to my audience? 3. How do I fully utilise my learnt knowledge of vocal skills, physical skills and facial expressions to create and perform my devised drama, engage with and communicate with an audience?
Key Question (s)?	Devising skills using stimulus and improvisation; spontaneous and polished. In addition to further develop acting skills in all improvisation exercises. Students explore three varied stimuli on the theme of <i>Secrets and Lies</i> . In practical exploration of these stimuli students will understand how to structure an improvisation using the significant structural techniques learnt. Exploration of the stimuli develops understanding of how to create a plotline and character. Students will have practical experience of devising; the processes of dramatic intentions, and research and the selection, rejection and development of material to achieve dramatic intentions. Preparation for performance will be a developing concept. In addition, students will understand and write the devising log that documents the devising process, focusing on Section 1: Dramatic Response to a Stimulus (including research).
Threshold concepts	Students will have an understanding of acting skills – vocal, physical and facial – which will be utilised in creating character in their devising work. In addition, knowledge of stage configuration and communicating with an audience will be an essential part of the devising process.
Year 10	Spring Half-Term 2 and Summer Term
Unit Title	Component 3: Texts in Practice (practical) – 20% of the course. EXAM.
Key Question (s)?	<ol style="list-style-type: none"> 1. How do I choose two challenging extracts to perform from a scripted play that will allow me to achieve my personal best in this examined GCSE performance? 2. How do I fully utilise my learnt knowledge of performance skills to perform my examined scripted extracts to communicate my dramatic intentions to an audience, including an examiner?

Threshold concepts	<p>Students will explore key scripts and key extracts and elements that enable a good script choice for acting development and examination. Students are taught the basics of Stanislavskian and Brechtian Technique. In addition, they learn the importance of casting, genre, acting style (including the acting demands of the extracts), period, cultural, social and economic context, plot, act and scene, character, dramatic irony, climax and denouement using their script choices. Using this informed knowledge, students make script choices and create their dramatic intentions for their scripted, examined performance.</p> <p>Stanislavski: Naturalistic acting, creating a ‘truthful’ performance. Brecht: Non-naturalistic acting, a sense of acting not ‘being’ the character.</p>
Link to Prior Learning	<p>Students will have an understanding of acting skills: vocal, physical and facial, knowledge of stage configuration and communicating with an audience. In addition, this scheme will build upon students’ group work, the processes of creating dramatic intentions, research and the selection, rejection and development of material to achieve dramatic intentions. Preparation for performance will be a developing concept, following the devising unit.</p>
Year 10	<p>This next scheme is ongoing, taught alongside Comp 2 and Comp 3 schemes. Taught in the single lesson.</p>
Unit Title	<p>Component 1: Written paper, set text <i>Blood Brothers</i> – 22% of GCSE. Component 1: Written paper, live theatre review – 16 % of GCSE.</p>
Key Question (s)?	<ol style="list-style-type: none"> 1. How do I learn to interpret <i>Blood Brothers</i> through practical performance and ensure that I create and communicate the artistic meaning of the script in performance and in written response? 2. How do I apply my learnt knowledge and understanding of <i>Blood Brothers</i> and of design and performance skills to my examined written paper to achieve my personal best? 3. How do I apply my knowledge and understanding of theatre and performance to write a structured live theatre performance review in my written exam?
Threshold concepts	<p>Students will learn to interpret the play practically, learning RP and scouse accents for acting development. Students will understand the relationship between accent, nature and nurture, politics and class. They will analyse and explore the acting skills needed to create the different ages portrayed in the play and the importance of character relationships. The dramatic intentions of the playwright and how an actor uses their skills to interpret those dramatic intentions for an audience is a key concept.</p> <p>** Live theatre work starts in Year 10 if a suitable performance has been attended by the group in Year 10 – if not it is delivered in Year 11. **</p> <p>Students will study and research the chosen live theatre play, see and experience it ‘live’, and then consider the production in terms of the dramatic intentions of the theatre makers involved.</p>
Link to Prior Learning	<p>All concepts taught throughout Year 10 will consolidate the learning and knowledge for the students to complete this component successfully.</p>
Knowledge and Sequencing Rationale	<p>Acting Skills Development & Drama Terminology is taught primarily to develop a skill-based and ‘language of theatre’ terminology, as KS3 Drama is not a discreet subject at Emmanuel College. Therefore, this is the essential ‘tools of the trade’ for GCSE students, and the knowledge and skills needed in all components of the GCSE course.</p> <p>Component 2: Devising Drama (double) & Component 1: Written paper set text <i>Blood Brothers</i> (single) are taught simultaneously to gain knowledge and skills in two areas:</p> <ul style="list-style-type: none"> • Stimulus and improvisation-based devising drama in which students create their own dramatic intentions, words, character and plot. • Practical and analytical exploration of the scripted play in which students interpret a playwright’s dramatic intentions, words, character and plot.

In **Year 10 Comp 2 Devising Drama** is in essence their first attempt, their trial exam devising experience. Students will develop their knowledge and skills in devising in Year 11 when they create a second extended and more in-depth devising project.

Component 3: Texts in Practice – examined scripted performance work.

Students will develop their practical and analytical exploration of the scripted play after completing their devised project. They will extend their repertoire and knowledge of scripted plays of different periods and genres and identify a play that they can perform with a partner that suits their casting potential, acting preferences and has enough challenge for their exam.

By the end of Year 10 students will have:

- Gained acting knowledge skills (knowledge of Brechtian and Stanislavskian methods) and have a wide knowledge base of acting and drama/theatre terminology. (All components.)
- Gained structural and practical knowledge of devising drama, stimulus-based and improvisation-based. They will have completed their first devising drama as a basis upon which to build in their second devised drama in Year 11. (Component 2.)
- Gained practical and analytical knowledge of interpretation techniques of the scripted play in both Component 1: *Blood Brothers* and in Component 3: Texts in Practice.
- Students will have gained a wide range of knowledge and skills in all components of the GCSE course upon which to build in Year 11.