****

**Knowledge Rich Curriculum Plan**

Drama – Year 11



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| --- | --- | --- | --- | --- |
| **Half term 1.1 – Component 3 – Responding to a stimulus (Ideas – Ideas from the brief - MOCK)** |
| **Lesson 1 – Introduce the stimulus to students and create ideas around the stimulus.** | * To explore the stimulus and develop ideas from the brief.
* To consider the style and genre of their devised performance.
* To consider the concept of their performance and relation to the brief.
* To explore a range of ideas and themes for their play.
* To consider their target audience and how this meets the brief.
 | Tier 2 – Mind map,IdeasTier 3 – Style, Genre, Stimilus, Concept, exploration, development, brief, contribution. | Students have devised performances previously and are aware of the process of devising.Students have learnt a range of different styles of performance such as Brecht Epic theatre, Verbatim theatre, naturalism and others in year 10.Students have a good knowledge of the world around them and have explored this within other subject areas and so will be able to use some of these ideas/themes in their performance work. |  |
| **Lesson 2 – To use tableaux to explore ideas.**  | * To explore the stimulus using the explorative strategy of tableaux.
* To explore the stimulus and develop ideas from the brief.
* To consider the style and genre of their devised performance.
* To consider the concept of their performance and relation to the brief.
* To explore a range of ideas and themes for their play.
* To consider their target audience and how this meets the brief.
 |  Tier 2 – Mind map,IdeasTier 3 – Tableaux, Style, Genre, Stimilus, Concept, exploration, development, brief, contribution. | Students have previously used still images and freeze frames in previous schemes of work which are similar to tableaux.Students have devised performances previously and are aware of the process of devising.Students have learnt a range of different styles of performance such as Brecht Epic theatre, Verbatim theatre, naturalism and others in year 10.Students have a good knowledge of the world around them and have explored this within other subject areas and so will be able to use some of these ideas/themes in their performance work. |  |
| **Lesson 3 – To use improvisation to explore ideas.** | * To explore the stimulus using the explorative strategy of improvisation.
* To explore the stimulus and develop ideas from the brief.
* To consider the style and genre of their devised performance.
* To consider the concept of their performance and relation to the brief.
* To explore a range of ideas and themes for their play.
* To consider their target audience and how this meets the brief.
 |  Tier 2 – Mind map,IdeasTier 3 – Improvisation, Style, Genre, Stimilus, Concept, exploration, development, brief, contribution. | Students have previously used spontaneous and planned improvisation in previous schemes of work.Students have devised performances previously and are aware of the process of devising.Students have learnt a range of different styles of performance such as Brecht Epic theatre, Verbatim theatre, naturalism and others in year 10.Students have a good knowledge of the world around them and have explored this within other subject areas and so will be able to use some of these ideas/themes in their performance work. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson 4 – Write up of the ideas log.** | * the concept and style of performance
* your selection of target audience
* the resources needed (during development and performance) for the exploration and development of ideas
* how the ideas meet the requirements of the brief
* how the work of practitioners has influenced your ideas
* ideas you have contributed
* how you explored ideas
 | Tier 2 – Concept, exploration, development, brief, contribution.Tier 3 – Style, target audience, practitioners. | Students have previously written and developed ideas themselves as part of their log books.Students have been developing ideas over the previous weeks as part of developing ideas for the stimulus.Students have read through previous logs to understand what makes an outstanding ideas log.Students have also used previously a writing frame to understand what they need to cover for this log. | External assessment so following the Tech Award Spec to complete ideas Log. |
| **Lesson 5 – Devise and rehearse their play in preparation for their final assessment.** | * Students are to rehearse their scenes for their play and include styles and techniques that are relevant to what they trying to communicate
* your role in the group
* the skills and techniques you selected
* how your skills meet the requirements of the brief
* how you developed your skills and techniques
* your individual contribution to the rehearsal/development process
* how the work of practitioners has influenced your development of skills and techniques
 | Tier 2 – Developed, Practitioner, roleTier 3 – Skills, Techniques, RehearsalAny unique words that are linked to the work that they have been completing over the course of the last few weeks. | Students have completed devised work before in KS3/4.Students understand the process and what is required for them to do as part of a rehearsal. |  |
| **Lesson 6 – Devise and rehearse their play in preparation for their final assessment.** | * Students are to rehearse their scenes for their play and include styles and techniques that are relevant to what they trying to communicate
* your role in the group
* the skills and techniques you selected
* how your skills meet the requirements of the brief
* how you developed your skills and techniques
* your individual contribution to the rehearsal/development process
* how the work of practitioners has influenced your development of skills and techniques
 | Tier 2 – Developed, Practitioner, roleTier 3 – Skills, Techniques, RehearsalAny unique words that are linked to the work that they have been completing over the course of the last few weeks. | Students have completed devised work before in KS3/4.Students understand the process and what is required for them to do as part of a rehearsal. |  |
| **Lesson 7 – Devise and rehearse their play in preparation for their final assessment.** | * Students are to rehearse their scenes for their play and include styles and techniques that are relevant to what they trying to communicate
* your role in the group
* the skills and techniques you selected
* how your skills meet the requirements of the brief
* how you developed your skills and techniques
* your individual contribution to the rehearsal/development process
* how the work of practitioners has influenced your development of skills and techniques
 | Tier 2 – Developed, Practitioner, roleTier 3 – Skills, Techniques, RehearsalAny unique words that are linked to the work that they have been completing over the course of the last few weeks. | Students have completed devised work before in KS3/4.Students understand the process and what is required for them to do as part of a rehearsal. |  |
| **Lesson 8 – Devise and rehearse their play in preparation for their final assessment.** | * Students are to rehearse their scenes for their play and include styles and techniques that are relevant to what they trying to communicate
* your role in the group
* the skills and techniques you selected
* how your skills meet the requirements of the brief
* how you developed your skills and techniques
* your individual contribution to the rehearsal/development process
* how the work of practitioners has influenced your development of skills and techniques
 | Tier 2 – Developed, Practitioner, roleTier 3 – Skills, Techniques, RehearsalAny unique words that are linked to the work that they have been completing over the course of the last few weeks. | Students have completed devised work before in KS3/4.Students understand the process and what is required for them to do as part of a rehearsal. |  |