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**Knowledge Rich Curriculum Plan**

Drama – Year 10 – Component 2 Developing the Performing Arts



| **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** |
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| **Half term 1.1 – Component 2 – Developing skills for acting** | | | | |
| **Lesson 1 – Introduce the PSA set task to students.** | * To explore the set brief and the theme of journey. * To understand the brief and its links to ‘Blood Brothers’. * To understand the story of ‘Blood Brothers’ and the scenes that they will be creating. | See Vocab List Below | Students have explored scripted pieces previously in KS3.  Students have a great understanding of the story/play ‘Blood Brothers’ as they have studied this in KS3. |  |
| **Lesson 2 – SMART Targets and their acting skills.** | * To be able to analyse and evaluate their use of acting skills. * To understand the differences between physical and vocal skills in acting. * To self-reflect about how the student can improve as a performer. * To set targets that are measurable and can be achieved during this component. | See Vocab List Below | Students have used these skills previously in KS3 and so have some understanding of the skills used in acting.  Students will understand the differences between physical skills and vocal skills in performance. |  |
| **Lesson 3 – Annotating the script** | * To be able to make early decisions about how they will perform this scene. * To think about what skills they can use within this scene to portray the characters and playwrights intentions. * To look for clues in the script such as stage directions and punctuation that will help students to understand how to perform their scene. * Students are going to start to think about the emotions of the characters within the scene that they have chosen. | See Vocab List Below | Students have explored scripted pieces previously in KS3.  Students have a great understanding of the story/play ‘Blood Brothers’ as they have studied this in KS3.  Students have a good understanding of their scene and how it fits into the wider context of the play. |  |
| **Lesson 4 – Role of the wall** | * To make decisions about their character such as emotions and characteristics that they know about their character from the scene that they are performing. * To think about the story as a whole and be able to write facts and information about their character. * To understand how this information can help them in the future in terms of using acting skills to portray the character and | See Vocab List Below | Students have read through their chosen scene in previous lessons and so have a good understanding of the characters and the relationship between them both.  Students have explored scripted pieces previously in KS3.  Students have a great understanding of the story/play ‘Blood Brothers’ as they have studied this in KS3.  Students have a good understanding of their scene and how it fits into the wider context of the play. |  |
| **Lesson 5 – Hot seating** | * To learn about the explorative strategy of hot seating. * To learn how hot seating can help to discover information about your character. * To think about in depth and probing questions that can help the actor think deeply about their character. * To answer questions about their character which will allow them as a performer to improve their acting skills and scene. | See Vocab List Below | Students have completed a role on the wall about their character and so have some understanding of their characters thoughts and feelings and key facts about their character.  Students have read through their chosen scene in previous lessons and so have a good understanding of the characters and the relationship between them both.  Students have explored scripted pieces previously in KS3.  Students have a great understanding of the story/play ‘Blood Brothers’ as they have studied this in KS3.  Students have a good understanding of their scene and how it fits into the wider context of the play. |  |
| **Lesson 6 – Hot seating** | * To learn about the explorative strategy of hot seating. * To learn how hot seating can help to discover information about your character. * To think about in depth and probing questions that can help the actor think deeply about their character. * To answer questions about their character which will allow them as a performer to improve their acting skills and scene. | See Vocab List Below | Students have completed a role on the wall about their character and so have some understanding of their characters thoughts and feelings and key facts about their character.  Students have read through their chosen scene in previous lessons and so have a good understanding of the characters and the relationship between them both.  Students have explored scripted pieces previously in KS3.  Students have a great understanding of the story/play ‘Blood Brothers’ as they have studied this in KS3.  Students have a good understanding of their scene and how it fits into the wider context of the play. |  |
| **Lesson 7 – Hot seating** | * To learn about the explorative strategy of hot seating. * To learn how hot seating can help to discover information about your character. * To think about in depth and probing questions that can help the actor think deeply about their character. * To answer questions about their character which will allow them as a performer to improve their acting skills and scene. | See Vocab List Below | Students have completed a role on the wall about their character and so have some understanding of their characters thoughts and feelings and key facts about their character.  Students have read through their chosen scene in previous lessons and so have a good understanding of the characters and the relationship between them both.  Students have explored scripted pieces previously in KS3.  Students have a great understanding of the story/play ‘Blood Brothers’ as they have studied this in KS3.  Students have a good understanding of their scene and how it fits into the wider context of the play. |  |
| **Lesson 8 – LOG BOOKS – Milestone one** | * To analyse and evaluate the use of explorative strategies to develop their characterisation. * To complete log books about the first milestone (Characterisation). * To be able to explain what they did? Why they did this? And what they discovered about their character and how this helped them as a performer. | See Vocab List Below | The acting skills that are needed to create a believable character.  How to analyse and evaluate their contribution to the process and the explorative technique.  What characterisation is and why it is important in acting. |  |
| **Lesson 9 – LOG BOOKS – Milestone one** | * To analyse and evaluate the use of explorative strategies to develop their characterisation. * To complete log books about the first milestone (Characterisation). * To be able to explain what they did? Why they did this? And what they discovered about their character and how this helped them as a performer. | See Vocab List Below | The acting skills that are needed to create a believable character.  How to analyse and evaluate their contribution to the process and the explorative technique.  What characterisation is and why it is important in acting. |  |
| **Lesson 10 - Blocking** | * To learn why blocking a scene is crucial in the performing arts and acting. * To understand how to use space on stage to communicate atmosphere and meaning. * To learn the different areas on the stage and where to position your character on stage for each part of your scene. | See Vocab List Below | Students have used a range of different explorative strategies to discover information about their character such as role on the wall and hotseating.  Students have started to annotate their scenes to understand how they will say certain lines and how to use space within their performance.  Students will take the knowledge of their characters that they have developed and discovered over the last few weeks and use this within their performance to create a realistic performance. |  |
| **Lesson 11 – Blocking rehearsal** | * To learn why blocking a scene is crucial in the performing arts and acting. * To understand how to use space on stage to communicate atmosphere and meaning. * To learn the different areas on the stage and where to position your character on stage for each part of your scene. | See Vocab List Below | Students have used a range of different explorative strategies to discover information about their character such as role on the wall and hotseating.  Students have started to annotate their scenes to understand how they will say certain lines and how to use space within their performance.  Students will take the knowledge of their characters that they have developed and discovered over the last few weeks and use this within their performance to create a realistic performance. |  |
| **Lesson 12 – Blocking rehearsal** | * To learn why blocking a scene is crucial in the performing arts and acting. * To understand how to use space on stage to communicate atmosphere and meaning. * To learn the different areas on the stage and where to position your character on stage for each part of your scene. | See Vocab List Below | Students have used a range of different explorative strategies to discover information about their character such as role on the wall and hotseating.  Students have started to annotate their scenes to understand how they will say certain lines and how to use space within their performance.  Students will take the knowledge of their characters that they have developed and discovered over the last few weeks and use this within their performance to create a realistic performance. |  |

**Vocabulary**

**Performance:** The act of presenting a piece of theatre, dance, or music to an audience.

**Rehearsal:** The process of practicing and refining a performance before the actual presentation.

**Characterization:** The development and portrayal of a character in a play or performance.

**Script:** The written text of a play or performance, including dialogues, stage directions, and instructions.

**Choreography**: The design and arrangement of dance movements and sequences.

**Audition**: A process in which performers try out for roles in a production, demonstrating their skills and suitability for a particular role.

**Ensemble**: A group of performers who work together as a team in a production.

**Director:** The individual responsible for overseeing the creative aspects of a production, including guiding actors and making artistic decisions.

**Producer:** The person or organization responsible for financing and organizing a production.

**Set Design:** The planning and creation of the physical environment or set for a performance.

**Costume Design:** The creation and selection of costumes for characters in a performance.

**Blocking:** The predetermined movements and positions of actors on stage during a performance.

**Monologue:** A lengthy speech delivered by a single actor as part of a play.

**Improvisation:** The act of creating and performing without a scripted dialogue or choreography, often used in acting and comedy.

**Technical Rehearsal:** A rehearsal focused on the technical aspects of a production, such as lighting, sound, and special effects.

**Stage Manager:** The person responsible for coordinating and running all aspects of a production during performances.

**Props:** Objects and items used by actors during a performance to enhance the storytelling.

**Diction:** The clarity and pronunciation of words when speaking or singing.

**Blocking Rehearsal**: Rehearsal sessions dedicated to planning and practicing the movements and positions of actors on stage.

**Backstage**: The area behind the stage where actors and crew members prepare and where props and costumes are stored.