

The Warriner School Subject Curriculum Map

Subject: DRAMA	Year Group: 11	UNIT: THEATRE IN EDUCATION
<p>Unit objectives: To undertake a whole class Theatre In Education project to be performed in front of a live audience. This project will run over 16 lessons and will involve all group members. The project will be half teacher directed and half devised by students involved. Students will take on roles as performers, directors, lighting and costume designers, stage/set designers, facilitators and educators. Students will work collaboratively and creatively as an ensemble cast, regularly reflecting upon work produced through teacher IAC T feedback alongside peer assessment and feedback. They will continue to develop their ability to effectively use physical and vocal skills whilst growing understanding of the the key elements and umbrella principles of the Theatre in Education style.</p>		
<p>Context for study: Students have already undertaken an introductory monologue scheme of work which has developed their proficiency in a variety of performance skills. This includes physical and vocal skills and exploration of space, levels and proxemics. his MONOLOGUE performance was be used as a GCSE baseline assessment and was used to inform additional teacher planning, text choices for component 2 and establish confidence and ability levels of students at the start of their KS4 journey. The assessment mirrored Component 2 and followed Component 2 marking criteria. As a result of this SOW students have developed a good understanding of these different vocal and physical performance skills which will continue withing this unit of work. This SOW will also create the groundwork for Component 1 GCSE.</p>		
<p>Sequence of learning: Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</p> <ul style="list-style-type: none"> • To know the meaning of GENRE and STYLE and to understand that THEATRE IN EDUCATION is a performance GENRE and STYLE • To know the key characteristics/ UMBRELLA PRINCIPLES of THEATRE IN EDUCATION as a GENRE and to understand the importance of including these elements within a T.I E performance piece. • To know the meaning of each of the key characteristics of T.I E. Including having a clear aim/objective, a small cast, simple design for portability, exploration of relevant issues, target audience, audience participation, non-naturalistic approaches, use of DIRECT ADDRESS, NARRATION, simple/representational COSTUMES, inclusion of facts and figures, strong message or moral. • To know the meaning of STIMULUS and to be able to respond creatively to a variety of stimuli as a catalyst for ideas in the opening stages of DEVISING • To know how to effectively use RESEARCH SKILLS to develop individual knowledge and understanding of key themes/issues/messages explored • To know how to effectively take on different roles within a whole class performance including those of PERFORMER, SET DESIGNER, LIGHTING DESIGNER, SOUND DESIGNER, FACILITATOR AND EDUCATOR • To know how to apply a variety of PHYSICAL SKILLS in performance, such as GESTURE, POSTURE, GAIT, FACIAL EXPRESSION and BODY LANGUAGE to clearly communicate meaning, mood, character and ATMOPHERE in performance • To know the importance of varying VOCAL SKILLS such as PACE, PITCH, PROJECTION, PAUSE, TONE, EMOTION, EXPRESSION to clearly communicate meaning, mood, character and ATMOPHERE in performance • To know the meaning of ENSEMBLE and to be able to work effectively as part of an ensemble cast • To know the role of a DIRECTOR and to be able to take direction effectively and respond to direction given when working IN ROLE 		

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- To know how to effectively sustain audience interest and engage and audience within performance using a variety of **DRAMA MEDIUMS** and **ELEMENTS**
- To know the meaning of **SPACE, LEVELS** and **PROXEMICS** and understand how to effectively apply these with a group performance
- To know how to effectively manage **REHEARSAL** time to enable excellent opportunities for responding to peer and teacher feedback and using drama skills
- To know the importance of revising, changing and developing scenes based on feedback given to ensure they are effectively communicating the desired impact

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Students have not yet studied Theatre In Education as a genre and will therefore need groundwork on new drama terminology and language for learning at the start of this project which will then need to be regularly revisited and revised through retrieval tasks at the start of lessons and during rehearsals. This will prevent any misconceptions

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Students will be assessed on acting and or design skills. Students will participate in a final Theatre In Education performance in front of a live targeted audience. This is assessed through A02 from the GCSE drama Eduqas specification using the Component One criteria and students will be given feedback on their own individual contribution and their contribution to the group as a whole. IACT teacher feedback, alongside peer feedback will enable students to reflect upon and further develop skills post assessment

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Students will undertake literacy-based research tasks in relation to the stimulus and themes explored which will help to prepare them for the written element of their Component One exam later in the year.

Explicit teaching of Key drama **GCSE VOCABULARY** supported by Eduqas specification mark schemes will be regularly built into the rehearsal processes to consolidate learning of new vocabulary.

Worksheets with key vocabulary will be handed out and stuck into student folders for future reference and to support written work/literacy and enable revision of key areas