

The Warriner School Subject Curriculum Map



Subject: DRAMA	Year Group: 11	Unit: COMPONENT ONE - DEVISING
<p>Unit objectives: Students will be assessed on either acting or design. Students participate in the creation, development, and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by EDUQAS.</p> <p>This component assesses:</p> <ul style="list-style-type: none"> • Devising: create and develop ideas to communicate meaning for performance (AO1, 30 marks). This is assessed through the portfolio of supporting evidence. • Realising: apply theatrical skills to realise artistic intentions (AO2, 15 marks). This is assessed through the performance or design (realised in performance). • Evaluating: analyse and evaluate their own work (AO4, 15 marks). This is assessed through a written evaluation completed under supervised conditions. 		
<p>Context for study: Students have participated in a brief devising unit focussing on the genre TIE – A01 – They have also undertaken a monologue & group performance assessing A02 – This component will be the first time that they have incorporated the work of new practitioners.</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**)*

- Students will know the term **PRACTITIONER** and understand that different elements of the **PRACTITIONER** can be incorporated into **DEvised** work.
- Students will know the differences between the following stage types and be able to identify the Pros & Cons of each Stage
- **PROSCENIUM ARCH**
- **THRST**
- **IN THE ROUND**
- **TRAVERSE**
- To know the term **PROXEMICS** and identify the impact on **AUDIENCE SIGHT LINES**
- To understand and know the term **GENRE**
- To be able to discuss elements of **PHYSICAL THEATRE** and its place in **CONTEMPORARY** theatre
- To know, understand and demonstrate practically that **ALINE DAVID** incorporates the following principles in her work, **ROBOTIC ENSEMBLE, SEQUENCE & STRUCTURE, REPETITION.**
- To know, understand the advantages of working in **UNISON** through various **CHOREGRAPHIC PRINCIPLES**
- To understand the term, **CHARACTERISATION** through **MOVEMENT** -
- To know the difference between **NATURALISM & STYLISED** Theatre
- To know the term **CHOREOGRAPHY** and be able to identify the difference between Dance **CHOEREOGRAPHY** and **THEATRE EXPLORATION**
- To know, understand and demonstrate LABAN **DANCE TECHNIQUES** including **CANON, RETROGRADE, ENSEMBLE, LIFTS & BALANCES**
- To know, understand and demonstrate practically, that ARTAUD incorporates the following principles in his work; **THEATRE OF CRUELTY, MOVEMENT & DIALOGUE**

The Warriner School Subject Curriculum Map

- To know the term **SURREALIST** and be able to identify similarities between visual art examples and **PERFORMANCE ART**.
- To know, understand and demonstrate practically, the practices of **BERKOFF**.
- To know the difference between **STILL IMAGE, FREEZE FRAME & TABLEUX**
- To know the terms **BODY LANGUAGE, FACIAL EXPRESSION, PROXEMICS** when evaluating the effectiveness of a **STILL IMAGE**.
- To know the term **NARRATIVE** and how to incorporate different **PERFORMANCE CONVENTIONS** to convey narrative through **PRACTICAL PERFORMANCE**
- To know, understand and demonstrate practically, elements of **MUSICAL THEATRE in PERFORMANCE**.
- To experiment with **SONG & DIALOGUE** through **CHORUS PRODUCTION SONGS**
- To demonstrate knowledge and understanding of **MONOLOGUE and DUOLOGUE**
- To know the technique **DIRECT ADDRESS**
- To know **MARKING THE MOMENT** and be able to identify avenues to explore on stage through **PAUSE, DRAMA MEDIUMS, STILL IMAGE**
- To know that **DRAMA MEDIUMS** can include a host of 'extras' to benefit and enhance performance including **COSTUME, LIGHT, MAKE UP, MUSIC, SET, PROPS**
- To know, understand and demonstrate practically elements of **FRANTIC ASSEMBLY** work including **CHAIR DUETS, LIFTS BALANCES, UNISON MOVEMENT**
- To understand and use the devices of **UNIVERSE OF TOUCH**
- To know the elements of **TRESTLE THEATRE** and **EXAGGERATION** through **MASK WORK**
- To know the devices of **EMMA RICE** and to be able to create imaginative practical examples of **PUPPETRY** and conveying **NARRATIVE** through inanimate objects.

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

Literacy and Oracy development opportunities:
Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

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

GCSE Drama Practitioners - Opportunity for each student in small groups to become **MANTLE OF THE EXPERT**. Each group will plan a full hour lesson for the class exploring the principles and elements of the chosen **PRACTITIONER**.

Practical Devised Examination Piece incorporating 6 elements of the chosen Practitioner or Genre.

Students will remain that **EXPERT** over Component One Rehearsals and be able to offer advice to students through the rehearsal period.

A Portfolio documenting the devices and effectiveness in performance