

Year 10 Drama

Learning Programme 4

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| <p>The LORIC skill focus for this LP is: INITIATIVE. The Moral Virtues focus for this LP are: INTEGRITY and GRATITUDE.</p> <p>Integrity - Having strong moral principles. I will show integrity by taking responsibility for my actions. Gratitude - Feeling and expressing thanks. I will show gratitude by saying please and thank you.</p> <p>What will I be learning about in this Learning Programme? Students create and develop a devised piece from stimuli. They will explore their chosen stimuli through a range of theatrical conventions. They will refine and rehearse their performance piece. They will research and document their process through a portfolio. They will realise their devised piece by performing to an audience. They will analyse and evaluate the creative process and group devised performance through a written portfolio. Students will understand the structure and demands of questions for C3 exam paper. Students will understand and apply the exam structures for both the acting and design questions.</p> <p>Where have I seen this learning before? C3 question analysis has been ongoing from LP1. This LP develops more knowledge of the demands of the design questions. C1 has been looked at in LP2, and a mock of this component completed. This LP builds on that knowledge and develops into the assessed component of the exam specification.</p> <p>What could I use it for? Component 1 and 3 are all part of the GCSE Drama exam specification, working towards the qualification. Both components directly correlate to the A level Drama and Theatre studies specification.</p> | | <p>Literacy Non-Negotiables:</p> <ul style="list-style-type: none"> • Capital letters must be used at the start of sentences and for the first letter of proper nouns • Full stops must be used at the end of a sentence • Question marks must be used at the end of a question • Apostrophes should only be used for possession or omission • Days of the week and months must be spelled correctly • Key words must be spelled correctly • Vocabulary to be taught using the Frayer model |
| <p>In LP4.1, I will know: 09/03/26 - (WK 2)</p> <p>how to create intentions for an audience and respond practically to a stimulus; how to use my characterisation knowledge to fully engage my audience.</p> | <p>Frayer Model Words</p> <p>Stage space</p> | <p>Homework</p> <p>Complete rehearsal with group</p> |
| <p>In LP4.2, I will know: 16/03/26 - (WK 1)</p> <p>how to fully develop my performance intentions and begin to develop my performance taking into account my stage space, vocal and movement skills; how to use my characterisation knowledge to fully engage my audience.</p> | <p>Frayer Model Words</p> <p>Characterisation</p> | <p>Homework</p> <p>Complete rehearsal with group</p> |
| <p>In LP4.3, I will know: 23/03/26 - (WK 2)</p> <p>and understand the requirements of answering a lighting design question; how to respond to a stimulus and start to develop ideas for performance.</p> <p>Extended Task.</p> | <p>Frayer Model Words</p> <p>Lighting Design</p> | <p>Homework</p> <p>Create a lighting design for a section of DNA</p> |
| <p>In LP4.4, I will know: 13/04/26 - (WK 1)</p> <p>and understand requirements for answering a sound design question; how to develop ideas for performance, including a basic overview of my performance.</p> | <p>Frayer Model Words</p> <p>Sound Design</p> | <p>Homework</p> <p>Create a basic sound design for a section of DNA</p> |
| <p>In LP4.5, I will know: 20/04/26 - (WK 2)</p> <p>and understand the requirements of answering a costume design question. I will create performance work that includes a clear message and a range of dramatic conventions.</p> | <p>Frayer Model Words</p> <p>Costume Design</p> | <p>Homework</p> <p>Create a basic costume design for one of the characters in DNA</p> |
| <p>In LP4.6, I will know: 27/04/26 - (WK 1)</p> <p>and understand the requirements for answering a props design question; how to refine my performance work to ensure message is clear.</p> <p>Extended Task.</p> | <p>Frayer Model Words</p> <p>Props Design</p> | <p>Homework</p> <p>Create a basic prop design for a personal prop for a character in DNA</p> |
| <p>In LP4.7, I will know: 04/05/26 - (WK 2)</p> <p>and understand the question requirements of the 14 mark C3 exam; and understand the requirements of questions 1 and 2 of the portfolio for C1.</p> | <p>Frayer Model Words</p> <p>Refinement</p> | <p>Homework</p> <p>Start to answer question 1 of portfolio</p> |
| <p>Resources to support learning: PPTs, DNA Text, Lighting lab, Knowledge Organiser.</p> | | |
| <p>FFET Award Challenge for this Learning Programme: Watch a live or recorded performance and write a theatre review.</p> | | |

