

Year 10 Subject

Learning Programme 1

The LORIC skill focus for his LP is: LEADERSHIP The Moral Virtues focus for this LP are: COURAGE and HUMILITY. Courage - Acting with bravery and overcoming fears. I will show courage by answering a question in class even when I'm not 100% sure of the answer. Humility - Having a modest view of oneself. I will show humility by admitting mistakes and asking for help when needed. What will I be learning about in this Learning Programme? To apply knowledge and understanding when making and performing drama. To build on and apply skills and conventions learnt in Ks3. To develop a range of theatrical skills and apply them to create performances. To develop and refine work. Where have I seen this learning before? Students have developed basic collaborative and creative skills in KS3. However, this will be a new class setting for all and students may not be familiar with all students in the class. This SOL is about promoting a cohesive drama company fostering strong collaboration to yield effective drama. What could I use it for? These skills and learning will be applied to component 1of the GCSE Drama course. Collaboration and creativity will be required for all componenets of the GCSE Course.			Literacy Non-Negotiables: • 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	
In LP1.1, I will know: 01/09/26 - (WK 1)			Key Vocabulary	Homework
how to use a stimulus to create performance; I will know the first section of DNA what split focus is and how I apply this convention.			Split Focus	Explain how split focus was used in your performance
In LP1.2, I will know: 07/09/26 - (WK 2)			Key Vocabulary	Homework
how to use a stimulus to create performance; how to apply the convention of non-naturalistic movement to performance.			Non Naturalistic Movement	Explain how non naturalistic movement was used in your performance
In LP1.3, I will know: 14/09/26 - (WK 1)			Key Vocabulary	Homework
how to use a stimulus to create performance; I will know section 2 of DNA how to apply the convention of flashback to performance.			Flash Back	Explain how flashback was used in your performance.
Extended Task.				
In LP1.4, I will know: 21/09/26 - (WK 2)			Key Vocabulary	Homework
how to use headlines as a stimulus to create performance; how to apply the convention of non-naturalistic vocals to a performance.			Non Naturalistic Vocals	Explain how non naturalistic vocals were used in your performance
In LP1.5, I will know: 28/09/26 - (WK 1)			Key Vocabulary	Homework
how to use a stimulus to create performance; I will know section 3 of DNA how to apply the convention of chorus to performance.			Chorus	Explain how chorus was used in your performance
In LP1.6, I will know: 05/10/26 - (WK 2)			Key Vocabulary	Homework
how to use a stimulus to create performance; I will know Section 4 of DNA how to apply the convention of choral speech and movement in performance.			Choral Speech	Explain how choral speech was used in your performance
Extended Task.				
In LP1.7, I will know: 12/10/26 - (WK 1)			Key Vocabulary	Homework
how to use a stimulus to create performance; how I am assessed in Devising at GCSE.			Stimulus	Create mind map of initial ideas for performance
Resources to support learning: PowerPoints, Booklets and music. Knowledge Organiser				
FFET Award Challenge for this Learning Programme: Research local theatre companies in the area.📄				

