

Teaching and Learning Content: Performing Arts (Drama)

Year Group: 10

Spring Term – 2



Devising Theatre (CO1 Mock Exam)

In this unit students will look at the 4 stimuli given by the exam board and create a devised performance based off their favourite theme. Students will apply practitioner techniques throughout their scenes. By using portfolios students will reflect on the process when creating a piece of theatre. Students will finally reflect on their performance in a written evaluation.

Home Learning:

Students are expected to complete **one piece of Performing Arts home learning every half term**; this will be shared by the class teacher in lessons.

Key Questions:

- What are your **initial ideas** based on the **stimulus** given by the exam board?
- What **research** have you done based on the themes of your initial ideas?
- Which practitioner's style suits your initial ideas? What techniques will you add?
- What is your **plot** and who are your **characters**?
- What is the **key message** that you are trying to show the audience?
- What **stage type** have you chosen? How does this effect your **blocking**?
- How are you ensuring that your **theatrical skills** are conveying the message of the play to the audience?
- How are you maintaining the **pace** of the piece? Does your piece run to time?
- How are **technical elements** being incorporated into the piece?
- Were you successful in achieving your aims for the devised piece?
- Did you use your performance/technical skills to show your message of the play?

Diagnosis

- Verbal retrieval activities throughout the scheme of work.
- Questioning (verbal).
- Completing Practical Activities.

Therapy

- Peer-to-peer support.
- Practical Demonstrations.
- Using model performances.
- Teacher feedback.

Students will:

- Be able to research and develop ideas based off a stimulus to communicate meaning to an audience, demonstrated in their portfolio.
- Be able to create their own performance/design for a live performance; applying theatrical/ design skills to communicate meaning.
- Be able to apply the key tools of a Theatre Practitioner to a live performance.
- Be able to understand and reference conventions of their chosen practitioner in their portfolio.
- Be able to rehearse, amend and refine the work as it progresses to their final assessment; demonstrated in the final performance and portfolio.
- Be able to analyse and evaluate their use of theatrical/design skills in the final performance.

Testing

- Interim teacher feedback using the exam board criteria.
- Assessment for learning, teacher and peer feedback will check students' application of key performance/ practitioner techniques.
- Students will perform their devised performance to their peers and complete a portfolio about their process and evaluate their final performance.