

Moor House School & College Curriculum Map

Creative Arts

YEAR GROUP/PATHWAY: YEAR 10&11 SUBJECT AREA: Drama KS4 Performing Arts: Trinity College London		
Autumn Term		
Year Group	YEAR 10	YEAR 11
Knowledge	Performance	Performance
Skills	<p>Core Develop basic physical and vocal skills for Drama Take part in an Improvisation in response to a stimulus Devise a piece of theatre, guided by a prescribed remit and in response to set sources Develop a character appropriate to the piece Use rehearsal techniques appropriate to the piece Create a final performance demonstrating one focused performance skill</p> <p>Examples of performance study: Perform a piece of physical theatre, mime or movement from memory and non-verbal, movement to music) Perform a dance piece Perform an improvised piece of theatre</p> <p>Extended Perform a simple poem, prose or verse extract from memory</p> <p>Assessment criteria Demonstrate basic competence in delivering a performance Demonstrate an awareness of audience</p>	<p>Core Develop appropriate physical and vocal skills for different drama contexts. Initiate an improvisation in response to a stimulus, justifying physical and vocal choices Devise a piece of theatre using original ideas and independent research Develop a character that is in keeping with the style and form of the piece Use rehearsal techniques appropriate to the needs of the piece, recognise their impact on the process of creating drama. Create a continuous performance sequence demonstrating two focused performance skills.</p> <p>Examples of performance study: Perform a piece of physical theatre from memory and communicate a theme and message within the performance Perform a piece of mask work observing the conventions of masked drama Perform a piece of puppetry and sustain use of puppet throughout</p> <p>Extended Perform an extract from a play from memory (published or own writing). Sustain character and atmosphere of the piece</p> <p>Assessment criteria Demonstrate confidence in delivering a performance Demonstrate an awareness of the impact of work on the audience</p>
Vocabulary	<p>Core Mime; Movement; Dance; Physical theatre; Source; Improvisation; Space; Verbal; Non-Verbal; Practise; Character; Role; Part; Skills; Performance; Extract; Script; Preparation; Eye contact; Facial expression; Gesture; Posture; Sequence; Setting; Plot;</p> <p>Extended Stimulus; Devise; Rehearse; Review; Refine; Context</p>	<p>Core Stimulus; Solo; Monologue; Dialogue; Style; Form; Audience Address; Stage directions; Characterisation; Hot-seat; Thought-tracking; Techniques; Audience impact; Annotated script; Research; Tone; Volume; Attitude; Emphasis; Pitch; Structure; Tension; Characterisation;</p> <p>Extended Ensemble; Naturalistic; Abstract; Character intentions; Multi-role; Subtext; Contrast; Physicality;</p>

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YEAR GROUP/PATHWAY: YEAR 10&11		SUBJECT AREA: Drama KS4 Performing Arts: Trinity College London	
Spring Term			
Year Group	YEAR 10	YEAR 11	
Knowledge	Contributory Skill	Contributory Skill	
Skills	<p>Core Demonstrate understanding and practice of contributory performance skills Show an ability to engage with wider aspects of production</p> <p>Examples of Contributory Technical Theatre study; A presentation about an original composition of the candidate, eg a poem, song, choreography A presentation of costume design(s) A presentation of a stage prop(s) A presentation of a sound design or soundscape A demonstration of character facial/body make-up</p> <p>Extended Justify choices made, linking to mood and atmosphere, time period or source material</p> <p>Assessment criteria Use simple presentation skills to demonstrate a contributory technical skill</p>	<p>Core Develop contributory performance skills to meet with the requirements of the remit Show an ability to engage with wider aspects of production recognising how these components link to the wider themes of the piece.</p> <p>Examples of Contributory Technical Theatre study; A presentation of a stage mask(s) linking the chosen design with the values of the piece A presentation of a stage puppet(s) showing justification of chosen materials and style A presentation of an annotated script or storyboard on a piece of work with commentary</p> <p>Extended Demonstrate structure within presentation, ensuring clarity of theme; period; style; impact on audience</p> <p>Assessment criteria Produce an accurate presentation, demonstrating some technical proficiency in chosen skill.</p>	
Vocabulary	<p>Core Technical Theatre; Design element; Shared ideas; Designer; Central idea; Costume; Sketch; Prop; Sound; Make-up; Character; Impact; Mood/atmosphere; Presenting skills; Communication;</p> <p>Extended Theatre practitioner; Production; Ground Plan; Sketch</p>	<p>Core Theme; Complementary skills; linking ideas; Style; Form; Materials; Storyboard; Annotation; Presentation structure; Process; Key-stages;</p> <p>Extended Production values; Resonance; Perspective; Auditorium; Staging: -Proscenium; 'in the round'; End-on; Thrust; Arena; Proportion;</p>	

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YEAR GROUP/PATHWAY:		SUBJECT AREA: Drama KS4 Performing Arts: Trinity College London	
Summer Term			
Year Group	YEAR 10	YEAR 11	
Knowledge	Reflection	Reflection	
Skills	<p>Core</p> <ul style="list-style-type: none"> Describe work produced Explain creative decisions made Review different stages of development Select themes that are relevant and appropriate Develop key ideas Establish mood/atmosphere; period; style; setting; link the drama with technical skill Show understanding of character; setting and historical context Give and receive feedback <p>Assessment criteria</p> <ul style="list-style-type: none"> Demonstrate evidence of preparation Demonstrate the ability to express own ideas about the meaning of the work Demonstrate the ability to discuss the skills used <p>Extended</p> <ul style="list-style-type: none"> Articulate links and make comparisons between your work and the work of others generated from the same stimulus material 	<p>Core</p> <ul style="list-style-type: none"> Describe work identifying key elements and central ideas Explain decisions made and acknowledge rejected or 'undeveloped' ideas Review significant stages of development and explain their importance in the creative process Reflect on how successfully the themes were communicated Respond to questioning regarding the key ideas in the piece Make direct links between performance and contributory technical skills explaining how they relate and support each other Show evidence of research into character, setting and historical context Give feedback with specific examples to the drama. Receive feedback and show it has been considered proactively <p>Assessment criteria</p> <ul style="list-style-type: none"> Demonstrate evidence of careful preparation and some choices of interpretation Demonstrate the ability to organise and express own ideas about the meaning of the work, the skills used and, where relevant, the value of the contributory performance skill to the performance <p>Extended</p> <ul style="list-style-type: none"> Recognise the significance of work in a wider context i.e. political; social; environmental; historical 	
Vocabulary	<p>Core</p> <ul style="list-style-type: none"> Review; Reflect; Edit; Process; Collaborate; Feedback; Compare; Comparative; <p>Extended</p> <ul style="list-style-type: none"> Analyse; Critique 	<p>Core</p> <ul style="list-style-type: none"> Contrast; Justify; Response; Creative Process; Tone; Social/political context; Summary; Concluding points; <p>Extended</p> <ul style="list-style-type: none"> Aim; Objective; Intention; 	

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