

Drama**Year 10****Introduction to Drama**

Year group 10	Subject: Introduction to Drama
Prior learning- linked to National Curriculum	Building on knowledge which has been established during KS3 - term 3 is a full half term of preparation for the start of Component 1.
Rationale	Students are attending their main theatre trip this half term and will be working on their Component 1 content.
Vocabulary:	Key Tier 3 Vocabulary Words are: Style, Genre, Role, Creative Intention, Proscenium Arch, Traverse, Director, Choreographer, Naturalism, Alienation, Physicality, Subtext, Director, Choreographer, Stage Manager, Puppeteer, Dance Captain,
Cultural Capital:	By choosing to take the BTEC, these students have chosen to explore and investigate the way professional theatre is made and produced. This course gives the students an insight into the many different ways that a person can be involved in the arts, whether on stage, in the creative team, or as part of the theatre itself. There are links to history, art and English Literature in the course, as well as preparing students for the world of work in the arts industry.
Key assessments- name the assessments	Assessment 1: Mock Component 1 - start of term Assessment 2: Prepare a filmed workshop of The Lion King
What do children know/ can do now (EDSM)	L2 Pass: Students can identify the basic rules of the studied techniques, with some interest in taking their studies to the next level. Writing is basic but there is evidence of some research and understanding of the task. In performance, there is some knowledge of the conventions of style and genre and the students are able to present a basic understanding of the characters that they are playing. L2 Merit: Students have a developing understanding of the conventions they are showing that they have used subtext without prompts and there is evidence that this is informing their performances. In their written work, the student shows evidence of rehearsal, preparation and research outside of lessons and information given by teachers, they write with some examples and they are evaluative in their writing about themselves and their peers.

	<p>L2 Distinction/ Distinction* : Students have a comprehensive understanding of the material and the creative intentions of performers. They show detailed understanding of the different roles and responsibilities involved in creating theatre. In performance they are using a secure understanding of stagecraft and they show that they have thought about their characters at length in advance of their performances. Their written work is detailed, evaluative, articulate and shows that the student has developed their answers and research over time.</p>
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