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| **What will we be learning?** | **Why this? Why now?**  **Year 9**  In preparation for GCSE Drama you will study a set play practically and theoretically.  **Year 10**  You will practically and theoretically study the set play in preparation for your written examination which will take place in year 11.  **Future Learning –**  **A Level Drama and Theatre Studies**  Sweeney Todd by Christopher Bond  Frankenstein by Nick Dear  Othello by William Shakespeare  **Key Words:**  Social Context  Historical Context  Cultural Context  Genre  Structure  Characters  Form  Styles  Plot  Dialogue  Stage directions  Set  Props  Costume  Lighting  Sound  Conventions |
| **What will we learn?**  AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed.   * The contexts of the text – social, historical (time set, and period written) and cultural. * The theatrical conventions of the period in which the text was created. * The genre of the play. * The structure of the play. * The characters. * The form and style. * The theatrical setting. * The plot and subplot. * The dialogue. * The stage directions. * How meaning is created through the use of performance space and spatial awareness on the stage. * The relationships between the performer and the audience. * The design of the: set, props, costume, lighting and sound. * An actors vocal and physical interpretation of the character. |
| **What opportunities are there for wider study?**  LAMDA Performance Exams – individual and group tuition at school.  Senior Drama Club (Year 8, 9, 10 and 11) – to perform in projects such as ‘National Theatre Connections Plays’  Theatre Trips – Visit a local theatre or head to the West End in London to see a live performance.  Visit the National Theatre Live website to stream a live theatre performance. |
| How will I be assessed?  **In rehearsal and in your final performance.**  **Creating –** Taking own initiative in experimenting with a range of scripted techniques and devices. Presenting them in a creative and imaginative way.  **Performance -** Create a clearly defined character which is sustained in a performance piece. The role will demonstrate creativity and imagination.  **Responding** – Use technical terms with confidence when talking or writing about drams you have seen or participated in. For example, ‘the use of a high pitched voice showed the character was really excited’. |