

Topic: Dramatic Techniques - year 10 Summer term			Duration: 20 lessons	Composite:
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Mime, slow-motion, narration, cross-cutting, improvisation, split-scene, still image, thought-tracking, placard, physical theatre, soundscape, sound effect, structure, narrative, plot, storyline, linear, non-linear, devising, script.	<ul style="list-style-type: none"> Develop understanding of dramatic techniques. Understand why a range of dramatic techniques can be added to a performance to enhance the performance end product. Explore how techniques can create further meaning and understanding of character and storyline. Understand that the actors must look forward when using a split scene and not at the others on stage. Explore narration and how this technique can be used in many ways. Understand structure and how to create a non-linear play. Develop an understanding of plot and what makes a good storyline for a play. Understand why still images can be useful and effective and when they could be used. Develop ability to successfully add mime and slow-motion to a play. Learn how to create a soundscape and how sound effects can be created and used on stage. Rehearse and perform extracts from existing plays in groups. Generate ideas for their own short plays 		<ul style="list-style-type: none"> Use a range of dramatic techniques to a high standard Use dramatic techniques to help the audience further understand character and interpretation. Work successfully as part of a group, can contribute ideas but also include their peers' ideas Talk confidently, clearly and experiment with different vocal qualities to become a character rather than themselves when performing. Use characterisation to a high standard. Generate well thought out ideas and complex storylines. Understand the importance of text and the language in the script. 	<p>Previous:</p> <p>Blood Brothers (Year 9 Autumn term)</p> <p>Component 2 (30% of the GCSE) is about developing skills and techniques</p> <p>Component 1 (3-% of GCSE) explores the Performing Arts</p>
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Reading from the board Reading lines from a script Reading ideas and plans 	<ul style="list-style-type: none"> Participation in group work – discussing ideas etc. Performing as a character. Participation in whole class discussions. Analysing performance 	<ul style="list-style-type: none"> Note taking where this is relevant. 	<ul style="list-style-type: none"> Working with others to create and perform to a live audience. Respond to feedback from teacher and peers. 	<ul style="list-style-type: none"> Employability: evaluative skills, imagination, creativity, teamwork, public speaking, understanding our choices/decisions, interpreting others, refining/developing ideas. Careers: understanding dramatic techniques and how to create a good play– appropriate for those seeking to work as actors, directors, or designers. Any career involving creativity and developing ideas.
Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory				
<ul style="list-style-type: none"> Opportunities to read/talk/rehearse/perform in front of others. Multi-sensory approach through us of speech, movement, literature, PowerPoints, music, lights and space 				

- Repetition of key vocabulary in every lesson – in both verbal and written form.
- Opportunities for different levels of participation.
- Photocopies of handouts on appropriately coloured paper and the font size required.
- Large open space to support issues of mobility