

# Oasis Academy Oldham 2022/2023

## Long Term Plan

### Subject: Drama

### Year Group: 7



	<u>Rotation 1 Autumn 1</u> <u>Rotation 2 Spring 2</u>	<u>Rotation 1 Autumn 2</u> <u>Rotation 2 Summer 1</u>	<u>Rotation 1 Spring 1</u> <u>Rotation 2 Summer 2</u>
Topics	Darkwood Manor	Charlie and the Chocolate Factory	Matilda
What will students learn during this unit?	<p><u><a href="#">Devising based on fictional Haunted house</a></u></p> <p>Drama and Theatre terminology and how to use it appropriately</p> <p>Basic Drama Techniques:</p> <ul style="list-style-type: none"> <li>• Still Image</li> <li>• Thought Track</li> <li>• Mime</li> </ul> <p>Building dramatic tension.</p> <p>The development of pace and rhythm in performance.</p> <p>Characterisation</p> <p>Teacher in Role</p> <p>Physical Theatre</p>	<p><u><a href="#">Extracts of text from Roald Dahl</a></u></p> <p>Exploring a script and using text as a stimuli</p> <p>Status and stereotypes in performance.</p> <p>Character motivation and interaction</p> <p>Hot- seating</p> <p>Performers' vocal interpretation of character</p> <p>Performers' physical interpretation of character.</p> <p>Style and Genre</p> <p>Ensemble Theatre</p>	<p><u><a href="#">An exploration of a play text</a></u></p> <p>Performing from a script and staging performance.</p> <p>Character backstory</p> <p>Given Circumstances</p> <p>Rehearsal techniques</p> <p>Aims and intentions in performance</p> <p>Split scenes</p> <p>Hot-seating</p> <p>Off text improvisation.</p> <p>Performing to an audience</p>

<b>How will students be assessed?</b>	<p><b>Lesson 5</b> - Mid – Term assessment – Teacher Targets</p> <p><b>Lesson 7</b> - Performance assessment at the end of half term to embed skills and assess understanding.</p>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5</b> - Mid – Term assessment – Teacher Targets</p> <p><b>Lesson 7</b> - assessment at the end of half term to embed skills and assess understanding.</p>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5</b> - Mid – Term assessment – Teacher Targets</p> <p><b>Lesson 7</b> - Performance assessment at the end of half term to embed skills and assess understanding.</p>
<b>Key Vocabulary</b>	<p>Still Image Thought-track Mime Projection Articulation Stimulus Devising</p>	<p>Hot – seating Stimulus Status Ensemble Choral speech Character motivation Physicality</p>	<p>Off text improvisation Intentions Given circumstances Backstory Split scene Conscience alley Hot seating.</p>
<b>Links to the National Curriculum</b>	English speaking and listening	English speaking and listening	English speaking and listening

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## Long Term Plan

### Subject: Drama

### Year Group: 8



	<u>Rotation 1 Autumn 1</u> <u>Rotation 2 Spring 2</u>	<u>Rotation 1 Autumn 2</u> <u>Rotation 2 Summer 1</u>	<u>Rotation 1 Spring 1</u> <u>Rotation 2 Summer 2</u>
Topics	<b>Genre and Style</b>	<b>Missing Dan Nolan</b>	<b>Graphic Novel 'Red Shoe' By Mandy Coe'</b>
What will students learn during this unit?	<p><u><a href="#">A series of workshops based on different genres and styles of theatre</a></u></p> <p>The history of theatre.</p> <p>Performing in the style of Melodrama</p> <p>Performing in the style of mime.</p> <p>Creating slapstick Comedy</p> <p>Performing in the style of soap Operas.</p> <p>Naturalistic Theatre and non- naturalism in Theatre.</p> <p>Exaggeration in performance and letting go of inhibitions</p> <p>Style, Form and Structure of performance</p>	<p><u><a href="#">An exploration of a play text and issue-based drama</a></u></p> <p>Performing from a script based on a real-life situation.</p> <p>Creating a character backstory</p> <p>Identifying given Circumstances</p> <p>Creating issue-based Drama</p> <p>Identifying aims and intentions in performance</p> <p>Creating Split scenes</p> <p>Hot seating as a drama technique</p> <p>Off text improvisation as a rehearsal technique.</p>	<p><u><a href="#">Exploring social issues through performance.</a></u></p> <p>Sensitively explore historical events and use them as inspiration for performance.</p> <p>Theatre in Education – Exploring different hate crimes and how we can use performance to educate and audience.</p> <p>Using Forum Theatre – How can we solve problems by using Drama.</p> <p>Non- naturalism in performance and using Brechtian Techniques:</p> <p>Breaking the fourth wall</p> <p>Placards</p> <p>The V effect</p>

<b>How will students be assessed?</b>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5 - Mid – Term assessment – Teacher Targets</b></p> <p><b>Lesson 7 - assessment at the end of half term to embed skills and assess understanding.</b></p> <p><b>Live feedback every lesson</b></p>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5 - Mid – Term assessment – Teacher Targets</b></p> <p><b>Lesson 7 - assessment at the end of half term to embed skills and assess understanding.</b></p> <p><b>Live feedback every lesson</b></p>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5 - Mid – Term assessment – Teacher Targets</b></p> <p><b>Lesson 7 - assessment at the end of half term to embed skills and assess understanding.</b></p> <p><b>Live feedback every lesson</b></p>
<b>Key Vocabulary</b>	<p>Naturalism</p> <p>Non-naturalism</p> <p>Melodrama</p> <p>Choral speech</p> <p>Slapstick</p> <p>Genre</p> <p>Gesture.</p>	<p>Off text improvisation</p> <p>Intentions</p> <p>Given circumstances</p> <p>Backstory</p> <p>Split scene</p> <p>Conscience alley</p> <p>Hot seating.</p>	<p>Verbatim</p> <p>Linear</p> <p>Episodic</p> <p>Narrative</p> <p>Cyclical</p>
<b>Links to the National Curriculum</b>	<p>English speaking and listening.</p>	<p>English speaking and listening.</p>	<p>English speaking and listening.</p>

# Oasis Academy Oldham 2022/2023

## Long Term Plan

### Subject: Drama

### Year Group: 9



	<u>Rotation 1 Autumn 1</u> <u>Rotation 2 Spring 2</u>	<u>Rotation 1 Autumn 2</u> <u>Rotation 2 Summer 1</u>	<u>Rotation 1 Spring 1</u> <u>Rotation 2 Summer 2</u>
<b>Topics</b>	<b>Arson About Mark Wheeler</b>	<b>Crime and Punishment</b>	<b>Noughts and Crosses</b>
<b>What will students do during this unit?</b>	<p><a href="#"><u>Exploring social issues through a play text.</u></a></p> <p>Creating issue-based drama</p> <p>Script exploration – Responding to scripts</p> <p>Off text improvisation - Using this as a rehearsal technique</p> <p>Developing characterisation</p> <p>Using monologues in performance</p> <p>What is a target audience</p> <p>How meaning is created from a script</p>	<p><a href="#"><u>Exploring techniques by practitioner Stanislavski and devising performance from historic events.</u></a></p> <p>Introduction into Stanislavski and naturalism in performance</p> <p>What are the ‘Given Circumstances’</p> <p>How to create a backstory</p> <p>Using real life events for performance</p> <p>Drama and Theatre terminology and how to use it appropriately</p> <p>Performance conventions and techniques</p>	<p><a href="#"><u>Exploring a play text with modern day issues. Non naturalistic Theatre.</u></a></p> <p>Sensitively explore historical events and use them as inspiration for performance.</p> <p>Showing empathy for others through Drama</p> <p>Developing drama to communicate meaning.</p> <p>Creating meaning for an audience.</p> <p>Political theatre</p> <p>Basic Brecht Techniques.</p>
<b>How will students be assessed?</b>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5 - Mid – Term assessment – Teacher Targets</b></p>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5 - Mid – Term assessment – Teacher Targets</b></p>	<p><b>Lesson 2 – Go formative quiz</b></p> <p><b>Lesson 5 - Mid – Term assessment – Teacher Targets</b></p>

	<p><b>Lesson 7</b> - assessment at the end of half term to embed skills and assess understanding.</p> <p><b>Live feedback every lesson</b></p> <p>Self and Peer Assessment</p>	<p><b>Lesson 7</b> - assessment at the end of half term to embed skills and assess understanding.</p> <p><b>Live feedback every lesson</b></p> <p>Self and Peer Assessment</p>	<p><b>Lesson 7</b> - assessment at the end of half term to embed skills and assess understanding.</p> <p><b>Live feedback every lesson</b></p> <p>Self and Peer Assessment</p>
<p><b>Key Vocabulary</b></p>	<p>Target audience  Role on the wall  Backstory  Given circumstances  Off text improvisation  Role on the wall Stylised performance</p>	<p>Stanislavski  Naturalism  Backstory  Method acting  Given circumstances  Fourth wall  Characterisation.</p>	<p>Dystopia  Brecht  Issue based  Political Theatre Symbolism</p>
<p><b>Links to the National Curriculum</b></p>	<p>English speaking and listening</p>	<p>English speaking and listening</p>	<p>English speaking and listening</p>

Long Term Plan

Subject: BTEC Performing Arts Drama

Year Group: Year 10

	<u>Autumn 1 and 2/ Spring 1</u>	<u>Spring 2/ Summer 1 and 2</u>
Topics	<b>Component 1</b>	<b>Component 2</b>
What will students do during this unit?	<p><b><u>Examine professional practitioners’ performance work.</u></b></p> <ul style="list-style-type: none"> <li>Professional practitioners’ performance material, influences, creative outcomes, and purpose</li> <li>Practitioners’ roles, responsibilities and skills</li> </ul> <p><b><u>Explore the interrelationships between constituent features of existing performance material.</u></b></p> <ul style="list-style-type: none"> <li>Processes used in development, rehearsal, and performance</li> <li>Techniques and approaches used in performance</li> </ul>	<p><b><u>Develop skills and techniques for performance.</u></b></p> <ul style="list-style-type: none"> <li>Development of performance and interpretative skills</li> <li>Develop skills and techniques during the rehearsal process</li> </ul> <p><b><u>Apply skills and techniques in rehearsal and performance.</u></b></p> <ul style="list-style-type: none"> <li>Application of skills and techniques during rehearsal</li> <li>Application of skills and techniques in/for performance</li> </ul> <p><b><u>Review own development and performance.</u></b></p> <ul style="list-style-type: none"> <li>Review own development of skills and techniques in/for performance</li> </ul>

		<ul style="list-style-type: none"> <li>● Review own application of skills and techniques in/for performance</li> </ul>
<p><b>When will students be assessed?</b></p>	<p>Assessment is continuous throughout the component. Students are assessed through their written work as well as practical performances.</p> <p>Video Performance Work - Every week</p> <p>Verbal Feedback - Every lesson</p>	<p>Assessment is continuous throughout the component. Students are assessed through their written work as well as practical performances.</p> <p>Video Performance Work - Every other week</p> <p>Verbal Feedback - Every lesson</p>
<p><b>How will students be assessed?</b></p>	<p>Students will be assessed through their practical and theory work:</p> <p><b>Theory elements:</b></p> <ul style="list-style-type: none"> <li>● An exploration into three professional works focusing on their theme/issue, production elements, form/structure/narrative, response to stimulus, style/genre, contextual influences and influences by other practitioners</li> <li>● Make comparisons between stylistic qualities, using examples to back up knowledge</li> </ul>	<p>Students will be assessed through their practical and theory work:</p> <p><b>Theory elements:</b></p> <ul style="list-style-type: none"> <li>● Skills audit</li> <li>● Various Log book entries</li> <li>● Final evaluation</li> <li>● Provide entries in your logbook, reviewing the progress you have made, focusing on strengths, areas for improvement and targets relating to technical, stylistic and interpretative skills.</li> </ul>



	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Learn and watch sections of professional drama productions.</li> <li>• Explore different ways in which practitioners work</li> <li>• Drama workshops</li> <li>• Improvisation tasks</li> </ul> <p>Assessment is continuous throughout the component.</p> <p>Video Performance Work - Every other week</p> <p>Verbal Feedback - Every lesson</p>	<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Technique workshops</li> <li>• Learn and perform repertoire from professional drama practitioners</li> <li>• Develop Physical and interpretive skills</li> <li>• Apply rehearsal skills during workshops/classes, refining material and exercising</li> <li>• Teamwork skills.</li> </ul> <p>Assessment is continuous throughout the component.</p> <p>Video Performance Work - Every week</p> <p>Verbal Feedback - Every lesson</p>
<p><b>Key Vocabulary</b></p>	<p>Improvisation</p> <p>Costume</p> <p>Set design</p> <p>Lighting</p> <p>Atmosphere</p> <p>Contribution</p>	<p>Spatial Awareness</p> <p>Focus</p> <p>Facial Expression</p> <p>Projection</p> <p>Commitment</p> <p>Stylistic qualities</p>

	<p>Stylistic Qualities</p> <p>Professional Works</p> <p>Influences</p> <p>Repertoire</p> <p>Structure</p> <p>Contextual Influences</p> <p>Physical Theatre</p> <p>Epic Theatre</p> <p>Naturalism</p> <p>Verbatim</p> <p>Symbolism</p> <p>Classical Theatre</p> <p>Method acting</p> <p>Stanislavski</p> <p>Brecht</p> <p>Frantic Assembly</p> <p>Mark Wheeler</p>	<p>Theme</p> <p>Structure</p> <p>Genre</p> <p>Intentions</p> <p>Rehearsal</p> <p>Characterisation</p> <p>Phrasing</p> <p>Gesture</p> <p>Breath control</p> <p>Pace</p> <p>Tone</p> <p>Expression</p> <p>Audience Awareness</p> <p>Articulation</p>
<p><b>Homework opportunities to broaden or</b></p>	<p>Drama Practitioner research/ log book</p> <p>Rehearse professional repertoire</p>	<p>Rehearse</p> <p>Drama styles and genre research</p>

deepen student  
knowledge

Log book entries

Physical and Interpretive skills evaluation



	<u>Autumn 1 and Autumn 2</u>	<u>Spring 1 and Summer 1</u>
Topics	Component 3 Mock	Component 3 External Exam Unit
What will students do during this unit?	<p><b><u>Develop ideas in response to a brief:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to respond to a brief through discussion and practical</li> <li>• exploration activities</li> </ul> <p><b><u>Select and develop skills and techniques in response to a brief:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> </ul> <p><b><u>Contribute to a workshop performance.</u></b></p> <ul style="list-style-type: none"> <li>• Skills and techniques</li> <li>• Working effectively with others</li> <li>• Communicating ideas through performance</li> </ul> <p><b><u>Evaluate the development process and workshop performance outcome.</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on the process</li> <li>• Reflect on the outcome</li> </ul>	<p><b><u>Develop ideas in response to a brief:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to respond to a brief through discussion and practical</li> <li>• exploration activities</li> </ul> <p><b><u>Select and develop skills and techniques in response to a brief:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</li> </ul> <p><b><u>Contribute to a workshop performance.</u></b></p> <ul style="list-style-type: none"> <li>• Skills and techniques</li> <li>• Working effectively with others</li> <li>• Communicating ideas through performance</li> </ul> <p><b><u>Evaluate the development process and workshop performance outcome.</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on the process</li> <li>• Reflect on the outcome</li> </ul>

<p><b>When will students be assessed?</b></p>	<p>Students will be assessed through their practical and written work. Both elements are assessed at the end of the component. Mock exam deadline for all written tasks and practical work in the December</p>	<p>Students will be assessed through their practical and written work. Both elements are assessed at the end of the component. This component is externally assessed. The deadline for all the written tasks and practical work is the 28th of April 2022.</p>
<p><b>How will students be assessed?</b></p>	<p>Theory elements (Controlled Assessments):</p> <ul style="list-style-type: none"> <li>● Ideas log (max 800 words)</li> <li>● Skills log (max 800 words)</li> <li>● Evaluation report (max 800 words)</li> </ul> <p>Students will be given chance to hand the work in and be given feedback as this is a mock unit.</p> <p>Practical:</p> <ul style="list-style-type: none"> <li>● Group workshop performance that is 7 - 15 minutes in length and has been created by the group members in response to the set brief</li> </ul>	<p>Theory elements (Controlled Assessments):</p> <ul style="list-style-type: none"> <li>● Ideas log (max 800 words)</li> <li>● Skills log (max 800 words)</li> <li>● Evaluation report (max 800 words)</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>● Group workshop performance that is 7 - 15 minutes in length and has been created by the group members in response to the set brief</li> </ul> <p><b>This is externally marked in controlled conditions therefore students will not be provided with feedback and will get the results for this component on results day.</b></p>
<p><b>Key Vocabulary</b></p>	<p>Improvisation  Costume  Set design  Lighting  Atmosphere  Contribution  Stylistic Qualities  Professional Works  Influences  Repertoire  Structure  Contextual Influences  Physical Theatre  Epic Theatre  Naturalism  Verbatim  Symbolism  Classical Theatre</p>	<p>Spatial Awareness  Focus  Facial Expression  Projection  Commitment  Stylistic qualities  Theme  Structure  Genre  Intentions  Rehearsal  Characterisation  Phrasing  Gesture  Breath control  Pace  Tone  Expression</p>

	<p>Method acting Stanislavski Brecht Frantic Assembly Mark Wheeler</p>	<p>Audience Awareness Articulation</p>
<p><b>Homework opportunities to broaden or deepen student knowledge</b></p>	<p>Individual research. Examine professional Drama works. Planning to support class work. Attend scheduled group rehearsals</p>	<p>Individual research. Examine professional Drama works. Planning to support class work. Attend scheduled group rehearsals</p>