

# DRAMA YEAR PLANNER (LTP) – YEAR 10 1-9

Term	Learning content/skills	Assessment Schedule* <b>RED= counts towards GCSE</b>	Home Learning Support (How students can extend learning in addition to homework)
Autumn 1	Basic skills and Teamwork Being An Actor Skills and Strategies History of Theatre	Baseline assessment  Knowledge Test	<ul style="list-style-type: none"> <li>• Watching acting clips – National Theatre Youtube channel</li> <li>• Reading <i>The Stage</i></li> <li>• Further reading on Historical aspects of theatre</li> <li>• Creating a time line for theatrical events</li> </ul>
Autumn 2	History cont'd if needed Voice Creating a Character Approaching text as a designer and actor	Character performance - <i>TWO</i>  Character evaluation	<ul style="list-style-type: none"> <li>• Watching interviews with directors</li> <li>• Reading Plays and annotating directorial points</li> <li>• Seeing live theatre</li> </ul>
Spring 1	Styles and genres Physical Theatre / Mask  Theatre in Education	TIE Performance  TIE Portfolio	<ul style="list-style-type: none"> <li>• Reading and interpreting script extracts</li> <li>• Researching styles and genres further</li> <li>• Watching TIE companies work on youtube or researching the impact of community theatre work</li> </ul>
Spring 2	Interpreting Text The role of the Director Live Performance Analysis Text 1 (Mock) <i>In Holland Stands a House</i>	LPA exam Text Exam	<ul style="list-style-type: none"> <li>• Watching theatre clips on YouTube / National theatre site and annotating the impact of decisions</li> <li>• Looking at a variety of directorial concepts</li> </ul>
Summer 1	Devising	Process Marks	<ul style="list-style-type: none"> <li>• Social Cultural Historical research of topic or stimulus</li> <li>• Watching / reading the news</li> </ul>
Summer 2	Devising portfolio submission	<b>Devising performance Portfolio submission</b>	<ul style="list-style-type: none"> <li>• Rehearsing for your piece in school but out of hours</li> <li>• Redrafting of portfolio with support eg proofreading</li> </ul>

\*All assessments may be subject to alteration to best suit the learning needs of students.