

Key: ***Bold** writing shows development or progression from previous year. *Underline shows cross-over of key concepts with other end-points

Faculty: OPEN				Subject: DRAMA		
End points	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
To use key terminology and vocabulary with confidence and to apply this to rehearsals and written elements of their course.		<p>Introduction to key terminology and performance skills and to explore social themes.</p> <p>Intro to skills and convention and the theatre.</p> <p>Development and use of additional conventions in performance.</p> <p>Application of conventions to enhance performance.</p>	<p>Performance from a script focusing on technical elements using Given circumstance 'You go first'.</p> <p>Set design, lighting and technical conventions to create performance, atmosphere/location.</p>	<p>Development of performance/design and interpretative skills</p> <p>Design skills needed by designers relevant to the performance discipline</p> <p>Develop skills and techniques during the rehearsal process</p> <p>Application of skills and techniques during rehearsal</p> <p>Application of skills and techniques in/for performance</p>	<p>Development of performance/design and interpretative skills</p> <p>Design skills needed by designers relevant to the performance discipline</p> <p>Develop skills and techniques during the rehearsal process</p> <p>Application of skills and techniques during rehearsal</p> <p>Application of skills and techniques in/for performance</p>	<p>Understand how to respond to a brief through discussion and practical exploration activities</p> <p>Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Communicating ideas through performance</p>
To be able to recognise and use practitioner influence in order to create specific styles of dramatic performance.		<p>Ernie's Incredible Illucinations'</p> <p>Introduction to text and character interpretation, given circumstance.</p> <p>Character development, use of space and levels to show status and relationships.</p>	<p>Performance of a larger script with a Focus on comedy and timing and performance skills, V,P, use of space.</p>	<p>Professional practitioners' performance material, influences, creative outcomes and purpose</p> <p>Acting styles and genres such as absurdism, classical, comedy, commedia dell'arte, epic, forum theatre,</p>	<p>Professional practitioners' performance material, influences, creative outcomes and purpose</p> <p>Acting styles and genres such as absurdism, classical, comedy, commedia dell'arte, epic, forum theatre,</p>	<p>Skills and techniques Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience. Skills may include:</p>

				<p>melodrama, naturalism, symbolism, theatre of cruelty, verbatim.</p> <p>Musical theatre styles such as book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.</p> <p>Creative stylistic qualities, to include: treatment of theme/issue production elements form/structure/narrative response to stimulus style/genre contextual influences o collaboration with other practitioners influences by other practitioners.</p>	<p>melodrama, naturalism, symbolism, theatre of cruelty, verbatim.</p> <p>Musical theatre styles such as book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.</p> <p>Creative stylistic qualities, to include: treatment of theme/issue production elements form/structure/narrative response to stimulus style/genre contextual influences o collaboration with other practitioners influences by other practitioners.</p>	<p>vocal skills physical skills design skills</p> <p>interpretative skills: showing time and place, presenting a character, creating humour or emotion.</p> <p>If performing, demonstrating and sustaining in performance the following skills: energy focus concentration commitment</p>
<p>Have an understanding of the roles and responsibilities involved in performance</p>		<p>Basic roles within the Drama industry</p> <p>Lighting</p> <p>Set design</p> <p>Props</p> <p>Direction / production</p>	<p>Basic roles within the Drama industry</p> <p>Lighting</p> <p>Set design</p> <p>Props</p> <p>Direction / production</p>		<p>Practitioners' roles, responsibilities and skills</p> <p>Processes used in development, rehearsal and performance</p> <p>Techniques and approaches used in performance</p>	<p>Practitioners' roles, responsibilities and skills</p> <p>Processes used in development, rehearsal and performance</p>

					Techniques such as: -rehearsal – production -technical rehearsal -dress rehearsal -performance -post-performance evaluation/review.	Techniques and approaches used in performance Techniques such as: -rehearsal – production -technical rehearsal -dress rehearsal -performance -post-performance evaluation/review. Working effectively with others
To critically evaluate performances using their own personal opinions and feedback.		<ul style="list-style-type: none"> •To know key vocabulary and use in the correct context •To be able to analyse a work of others discussing the visual elements and principles and its impact on the viewer •To be able to formulate an opinion on a piece/ performance •To be able to evaluate their own performance 	<ul style="list-style-type: none"> •To be able to discuss the performance choices and their impact on the viewer •To be able to discuss subject matter •To be able to formulate an opinion on a piece / performance 	To be able to discuss subject matter, themes, issues, narratives, stories and ideas in work	<u>Develop skills and techniques during the rehearsal process</u> Review own development of skills and techniques in/for performance Review own application of skills and techniques in/for performance	Evaluating the development process and workshop performance outcome