Bishop Heber High School

Subject	Year	Term
Drama	10	1

Topic

Sparks: What make a successful GCSE Drama Student?
Bouncers and Shakers: Mock Component 2 and 3 Practical Elements

Content (Intent)

Prior Learning (Topic) Exploration of a Script: '***DNA***'

Sparks: What make a successful GCSE Drama Student?

Students will:

Develop group working skills required to succeed in the GCSE course. Start to build some knowledge and understanding of the fundamentals for working in drama. Be able to contribute, develop and improvise your own ideas of others, in creating theatre for meaning.

Bouncers and Shakers: Mock Component 2 and 3 practical elements AO1 and AO2:

Students will:

Learn how to create and develop ideas to communicate meaning in a devised theatrical performance.
They will also develop their ability to: interpret texts, create and communicate meaning and realise artistic intention in text-based drama and analyse and evaluate their own process of creating devised drama.

Future Learning (Topic) Component 1 Understanding Drama: Blood Brothers and Theatre Terminology

What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)
Sparks: Students will understand how to use skills such as spontaneity, imagination, adaptation, cooperation, concentration and communication required to succeed in the GCSE course. They will begin to gain knowledge of how to analyse acting skills and theatre terminology required for Section A of the written exam. **Bouncers and Shakers: Mock Component 2 and 3 practical elements AO2 :** Students will learn how to commit dialogue to memory for devised performances and/or learn text they are performing for text-based performances. They will develop the ability to interpret and/or create and perform a character as appropriate to the demands of the performance through range of vocal/physical and spatial skills and techniques. They will learn how to create an appropriate performer/audience relationship and ensure sustained engagement throughout the performance.	**Assessment:** Recorded in Folders and workbooks **Practical:** Students will produce a 15 minute performance that either realises their dramatic intentions or designs for their interpretation of the extract and devised section of Bouncers or Shakers as duologue or group piece. The assessment objective being assessed is AO2: Apply theatrical skills to realise artistic intentions in live performance. **Written assessment:** The assessment objective being assessed is AO1: Create and develop ideas to communicate meaning for theatrical performance (section 1 Devising Log).

How can parents help at home?

- Support with research into the scripts Bouncers and Shakers. Watch, on YouTube, and discuss different interpretations of the script and ask questions about students' learning and research.
- Support when learning lines.

Helpful further reading/discussion (including Reading and Vocabulary Lists)

Reading

Bouncers and Shakers scripts - John Godber and Jane Thornton.

Vocabulary Lists

Thrust Stage	Stage Positions
Extensive	Multi-Role
Traverse Stage	Devising Log
Deployed	Artistic Intentions
Promenade Stage	Analyse