


<p>Catholic Social Teaching in Drama</p> <p>Drama brings contemplation, debate, empathy as well as an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we experience in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Drama lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.</p>								<p>EOY Assessment Point</p>		
								<p>HT6:</p>		<p>Key Disciplinary knowledge</p> <ul style="list-style-type: none"> • Presentation of Extended Improvisation <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Exaggerated Mime work • Tone • Proxemics • Use of Space • Character Improvisation • Script Writing • Spontaneous Improvisation skills • Thought tunnel • Crosscutting <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Teacher and peer assessment in lesson • Reflective assessment through ICT trailers.
								<p>HT5:</p>		
						<p>Assessment Point: Summative or AFL</p>				
						<p>HT3 and HT4 Key disciplinary knowledge</p> <ul style="list-style-type: none"> • Proxemics • Genre • Pace • Absurdist <p>Key concepts</p> <ul style="list-style-type: none"> • Two-touch • Mime- revisit • Script writing • Character exploration • Theatre in Education • Inner Thoughts • Introduction of prop work. 				
				<p>HT4:</p>						
				<p>HT3:</p>						
<p>HT1:</p>		<p>HT2:</p>		<p>Assessment Point: Summative or AFL</p>		<p>HT3:</p>		<p>HT4:</p>		
<p>Overarching unit Intent: NON-NATURALISTIC</p> <ul style="list-style-type: none"> • Are pupils able to distinguish between naturalistic and non-naturalistic drama? • Are pupils able to incorporate non-naturalistic work within scripts? (Mark Wheeler) <p>Culture</p>		<p>Overarching unit Intent: A Curious Incident of dog in the night-time</p> <ul style="list-style-type: none"> • Are pupils able to compare and contrast drama techniques regarding time, location and situation. • Are pupils able to explore relationships in further depth. <p>KNOWLEDGE</p>		<p>HT1 and HT2 Key disciplinary knowledge</p> <ul style="list-style-type: none"> • Recap- BODY PROPS • Naturalistic/ non-naturalistic, awareness of audience <p>Key Concepts</p> <ul style="list-style-type: none"> • Fusion • Genre using mime • The fourth wall • Choreography style • Ensemble piece • Pace • Choral Speaking • Essence Machine 		<p>Overarching unit Intent: Techniques</p> <ul style="list-style-type: none"> • Are pupils able to add to their repertoire of drama techniques and incorporate them within the performance. • Are pupils able to use stage furniture to their full advantage? <p>Culture</p> <ul style="list-style-type: none"> • Generational difference <p>Knowledge</p> <ul style="list-style-type: none"> • Challenge of imagination • Teacher and pupil assessment in lesson time 		<p>Overarching unit Intent: Theatre of the Absurd</p> <ul style="list-style-type: none"> • Are pupils able to recognise some of the techniques used in Theatre of the Absurd drama? • To explore and perform an extract from 'Waiting for Godot'. <p>Key Concepts</p> <ul style="list-style-type: none"> • Knowledge • Challenge plot conventions <p>Culture</p> <ul style="list-style-type: none"> • Questioning the meaning of life. <p>Careers</p> <ul style="list-style-type: none"> • Group Work 		
								<p>Overarching unit Intent: Techniques and Script writing</p> <ul style="list-style-type: none"> • Are pupils able to add to their repertoire of drama techniques and incorporate them within the performance. • Are pupils able to use stage furniture to their full advantage? <p>Culture</p> <ul style="list-style-type: none"> • Generational difference <p>Careers</p> <ul style="list-style-type: none"> • Presentation Skills • Relevance <p>Script Writing</p>		<p>Overarching unit Intent: TEENAGE ISSUES</p> <ul style="list-style-type: none"> • Are pupils able to experiment with the techniques learnt to produce an imaginative extended improvisation? • Are pupils able to explore Drama as a media presentation? • Are pupils able to improve on polished improvisation skills? <p>Culture</p> <ul style="list-style-type: none"> • Peer Pressure • School Rules • Homelessness • Family <p>Careers</p> <ul style="list-style-type: none"> • Social Worker • Poet • Script Writer

<ul style="list-style-type: none"> • 1950s marriage/ modern art (C.20th), e.g. Picasso <p>Careers</p> <ul style="list-style-type: none"> • Presentation Skills • Dancer • Choreographer 	<ul style="list-style-type: none"> • Celebration of individuality • Exploration of plot and narration <p>Careers</p> <ul style="list-style-type: none"> • Lighting designer • Script Writing • Social worker 	<p>Teacher Assessment/ Pupil Assessment</p> <ul style="list-style-type: none"> • <u>Group</u> performance -teacher assessed. 	<p>Careers</p> <ul style="list-style-type: none"> • Presentation Skills • Relevance • Script Writing 	<ul style="list-style-type: none"> • Actor • Director 				
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