Scope and sequence

# Stage 5 drama – 200 hours

## Year 9

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| Stage 5 drama | Mask and movement (compulsory context – playbuilding) | Greek theatre (dramatic form) | Melodrama (performance style) | Transitions and transformation (dramatic form) |
| Duration | 11 weeks | 10 weeks | 10 weeks | 10 weeks |
| Term | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit overview | In this unit, students are introduced to the concept of neutrality through the neutral mask. They investigate the power of the mask to disguise and reveal and explore creative movement. They then work collaboratively, using these skills to devise a movement-based group performance in response to a soundtrack. Students also learn to reflect on their making and performing experiences in their logbooks. | Students build on their movement skills with the addition of voice and script in this unit. They explore the conventions of Ancient Greek Theatre and use a myth as stimulus for a modern choral performance. They design a poster to promote their performance to the school community. | This unit asks students to examine the contemporary relevance of the stock characters, formulaic structure and ideas of morality depicted in traditional melodrama scripts. They work in small groups to rehearse and stage a performance of a traditional melodrama script. Students undertake individual research into this style of theatre and use this to write an original contemporary melodrama scene and synopsis.  | In this unit, students manipulate the elements of drama and production to adapt a series of short script extracts into an engaging performance with a clear directorial intention. They work in pairs with a focus on transforming character, space and time. Students use the elements of production to enhance dramatic meaning in their final scripted performances.  |
| Elements of drama | Movement, space, focus, tension, dramatic meaning and atmosphere.  | Movement, language, symbols, structure, rhythm and audience engagement. | Situation, moment, role/character, sound, structure and audience engagement. | Tension, focus, time, place, space, structure, rhythm, moment, role/character, dramatic meaning and symbols. |
| Outcomes | 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3  | 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.2  | 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2  | 5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.3  |
| Assessment | Group devised movement performance.Logbook submission.  | Choral performance.  Individual promotion design submission.  | Performance of a traditional scripted melodrama.Original melodrama scene and synopsis submission. | Adapted duologue performance.Logbook submission, including prompt copy. |
| Due | Term 1 Week 10 | Term 2 Week 8 | Term 3 Week 8 | Term 4 Week 6 |
| Weighting | 20% | 25% | 30% | 25% |

## Year 10

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| Stage 5 drama | *Commedia dell’Arte* (dramatic form) | Uncovering the truth (dramatic form) | Screen to stage (compulsory context – playbuilding) | Children’s theatre (performance style) |
| Duration | 11 weeks | 10 weeks | 10 weeks | 10 weeks |
| Term | Term 1 | Term 2 | Term 3 | Term 3-4 |
| Unit overview | In this unit, students will learn about the history and conventions of *Commedia dell’Arte*. They will explore the stock characters, masks, scenarios and *lazzi* (comic routines) of this ancient, Italian masked theatre. Students will then research a stock character of their own choosing and develop a short comic routine for that character. They will also work collaboratively to stage a group performance of a traditional *scenario*. | Students investigate and analyse scripts through practical workshops focused on the conventions of realism. In this unit, they learn to identify and imagine the given circumstances and objectives in a series of neutral scripts. Students then choose a scripted monologue and apply these script analysis techniques to the development of truthful characterisation in an individual performance.  | In this unit, students will learn to analyse common film techniques and explore ways of transposing these onto the stage. Inspired by the works of contemporary theatre company, *Theatre Complicite*, they will devise a group performance, using these filmic techniques to reimagine a scene from an iconic film for the stage. They record their contribution to the collaborative process in their logbooks and reflect on the success of their directorial intention.  | Students explore the intention and conventions of children’s theatre in this unit. They showcase the knowledge and skills they have developed throughout the Stage 5 course through the development of a performance for a primary school audience. Students utilise the elements of production and design to engage their target audience. They also view and critique a children’s theatre production. |
| Elements of drama | Movement, space, symbols, role/character, tension, dramatic meaning, movement, sound, audience engagement and atmosphere.  | Role/character, focus, tension, situation, moment, rhythm, structure, dramatic meaning and audience engagement. | Tension, focus, time, place, space, structure, sound, atmosphere, moment, symbols, movement, audience engagement and dramatic meaning. | Tension, focus, time, place, space, structure, rhythm, moment, role/character, dramatic meaning and symbols. |
| Outcomes | 5.1.1, 5.1.2, 5.2.1, 5.3.2 | 5.1.1, 5.1.3, 5.2.1, 5.3.1 | 5.1.2, 5.1.4, 5.2.2, 5.2.3, 5.3.2 | 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3 |
| Assessment | Individual *lazzo*.Group *scenario* performance.  Research assignment submission.  | Monologue performance.Annotated script and logbook submission. | Group devised theatre performance.Logbook submission. | Group devised children’s theatre performance.Theatre review submission. |
| Due | Term 1 Week 8 | Term 2 Week 9 | Term 3 Week 8 | Term 4 Week 6 |
| Weighting | 25% | 20% | 25% | 30% |