

	Year 10 2022/2023 Entry Level	Year 11 2022/2023 Entry Level
Unit HT1	Performance Skills	Set Design
Objectives	Using an extract from a script, students will learn how to perform a credible role using all five performance skills. Students will be able to: <ul style="list-style-type: none"> analyse a character's personality based on their dialogue understand how facial expressions show emotion create movement to demonstrate a change in mood/atmosphere use three different gestures to communicate meaning 	Students are given a written narrative from a scene from the Christmas production to create a shoe box 3D design. Using prior learning from Year 10/HT6/Tinkercad students will be able to bring their designs to realisation. Students will be able to: <ul style="list-style-type: none"> confidently use digital design software (Tinkercad) communicate mood and atmosphere through the use of design. use colour to create meaning create 3D furniture using nets introduce a light source understand the use of entrances and exits when creating a set discuss their reasons for design choices
NC links	Drama KS4: C1 English: S1/S2, W1/W2, G1/G2, R1/R2 ICT KS4: 1	Drama KS4: C1 English: S1/S2, W1/W2, G1/G2, R1/R2 ICT KS4: 2,3
Tier 2 Vocab	Rehearse, develop, dialogue, movement	Stage, entrance, exit, set, towers, flats, levels, 3D
Tier 3 Vocab	voice, body language, character, facial expression, gesture	Rotate, transitions, proportion, scale
Homework	Create a poster including all five performance skills	Create a key piece of set using a net design https://www.firstpalette.com/printable/cube.html
Career link (Unifrog)	Lighting Technician – https://www.unifrog.org/student/careers/keywords/lighting-technician	Designer – https://edu.digitaltheatreplus.com/content/guides/a-guide-to-theatre-design
Employability skills	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive
Common misconception		Use of stage entrances/exits -understanding how to use set effectively for smooth transitions between scenes.
Assessment	Perform a short two-minute scene using all five performance skills. Peer assessment	Production of a fully functioning shoe box set design complete with entrances /exits
HT2 Nov-Dec	Script Writing	Lighting
Objectives	This unit gives students an opportunity to build upon their interpretative and devising skills by responding to a stimulus and using skills such as thought-tracking and hot seating to develop characterisation. Students will be able to: <ul style="list-style-type: none"> understand and respond to the use of still image understand the use of thought tracking within a scene/act write scenes involving multiple actors apply subject specific vocabulary within scripts, stage directions and discussions 	This unit incorporates all previous knowledge on lighting features a live workshop with WILDFIRE to develop stage lighting skills. Students will be able to mix background lighting and present ideas to present 'character' and modify mood and atmosphere in scenes. Students will learn how to influence audience interpretation through their lighting designs. Students will be able to: <ul style="list-style-type: none"> collaboratively work in a group and produce a lighting storyboard to support the opening scene in the Christmas production. design a lighting plan and bring to fruition. use Ipads to create a lighting show (using key restrictions- a prescribed colour palette)
NC links	Drama KS4: C1 English: W1/W2/S1/S2G1/G2 ICT: 1	Drama KS4: C1 C2 English: W1/W2/S1/S2/G1/G2 ICT:2,3
Tier 2 Vocab	Chronological, sequence, respond, discuss, apply, understand	Colour, connotation, analyse, evaluate, red, blue, green, pink, intensity
Tier 3 Vocab	Scene, act, dialogue, body language, stimuli, facial expression, character motivation, stock character	Snap, gobo, colour, connotation, fade, wash, flood, intensity, gel, lantern
Homework	Watch a clip of a writer exploring their craft. https://www.digitaltheatreplus.com/writer	Watch a short video on the role of a lighting designer https://www.digitaltheatreplus.com/lightingdesigner
Career links	Director https://www.unifrog.org/student/careers/keywords/theatre-director	Lighting Technician https://www.unifrog.org/student/careers/keywords/lighting-technician
Employability skills	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive	Aiming high Creativity Leadership Listening Communication Teamwork Problem solving Staying positive
Common misconceptions		Using the colour wheel to understand the use of colour for characterisation as well as for mood and atmosphere
Assessment	Write a scene between two main characters and include one stock character.	Create a labelled lighting plan to show five key moods/atmospheres for the opening scene of the Christmas production.
HT3 Jan- Feb	Storyboard	Sound
Objectives	Students will learn how to use the digital software: https://www.storyboardthat.com/ to create their own personal storyboard based on a two line story synopsis. Students will be able to: <ul style="list-style-type: none"> improve their organisational skills by dividing a story up into separate parts. sequence each part of the narrative into an engaging storyline in chronological order design specific styles of shots – close ups/wide shots/arial/upshots make design choices of character, location, use of colour, set and adding dialogue bubbles. 	In this unit students will learn how to build upon previous knowledge and skills about sound while developing their understanding of functional, atmospheric and incidental sound in theatre. Students will record a soundscape of a forest scene to support GCSE Drama students studying the component 3 text: DNA by Dennis Kelly. Students will be able to: <ul style="list-style-type: none"> understand the difference between functional, atmospheric and incidental sound and demonstrate this through recording a sound bite of each on ipads https://www.youtube.com/watch?v=MGtX9P8gDI8 demonstrate the use of volume and cross fade on the studio sound board to create a shift in mood or transition create a sound plan to include: woodland noises, countryside, incidental sounds. collaboratively work with GCSE students to provide recorded sound resources.
NC links	Drama KS4: C1 English: R1/R2 W1/W2 S1/S2 G1/G2 ICT: 1	Drama KS4: C1 English: R1/R2 W1/W2 S1/S2 G1/G2 ICT: 2
Tier 2 Vocab	Scale, size, palette of colour, speech bubble	Volume, tone, feedback, radio, check

Tier 3 Vocab	Transition, dialogue, pivot, wide shots, upshots, aerial, close ups	Surround sound, soundscape, sound effects, boom, incidental
Homework	Watch the video https://www.youtube.com/watch?v=GHjgwqj62E	Research sounds of a British Woodland and identify five key sounds https://www.youtube.com/watch?v=4wn0NcvqKUY&t=141s (0.00-2.32)
Career link (Unifrog)	Screenwriter https://www.unifrog.org/student/careers/keywords/screenwriter	Theatre Producer - https://www.unifrog.org/student/careers/keywords/dance-producer
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Digital storyboards are easy to use and you do not need to be an artist to use them.	
Assessment	To create a 3D digital storyboard depicting a two-minute narrative.	Produce a two-minute soundscape recording of a modern woodland scene.
HT4 Mar-Apr	Costume Design	History of Costume design in theatre
Objectives	An introduction to the principles of costume design. Students will watch a series of brief videos to learn about the role of a costume designer and how to create visual representations of a character. 1) https://www.youtube.com/watch?v=1MymZm4l8WU 2) Victoria and Albert Museum http://www.vam.ac.uk/page/c/costume/ 3) National Theatre http://www.nationaltheatre.org.uk/backstage/costume Students will be able to: <ul style="list-style-type: none"> • Create a visual representation in sketches/ digital images of a costume for a main character from a play/musical of their choice (costume planning sheet) • Confidently annotate designs with design choices of garments, fit, colour, fabric and condition • Understand the limitations of fit and fabric on an Actor 	Students will explore how costume supports social, cultural and time contexts in theatre, tv and film. Students will be able to: <ul style="list-style-type: none"> • Research Punk subculture, World War II soldiers, Mods and Crips and Bloods gangs and be able to annotate pictures of each with vital details pivotal to each design. https://www.youtube.com/watch?v=bgxcWne7uzg • Create a timeline of costumes through the ages Fashion Museum https://www.museumofcostume.co.uk/ • Using information from the Royal Shakespeare Company http://www.rsc.org.uk/explore/collection/costume.aspx Research the character of Juliet (Romeo and Juliet), Oberon (A Midsummer Night's Dream) and Othello • Comment with confidence on how society influences costume design choices.
NC links	Drama KS4: C1 English: W1/W2/S1/S2 G1/G2 ICT: 1	Drama KS4: C2 C3 English: W1/W2/S1/S2 G1/G2 ICT: 1,3
Tier 2 Vocab	Wardrobe, dress rehearsal, costume, dresser, quick change	Era, genre, style, fashion, material, textile, wool, cotton
Tier 3 Vocab	Textile, mock up, seamstress, swatch, fittings, technical rehearsal, tailor	Calico, muslin, hemline, silk, linen, nylon, rayon, polyfibre
Homework	Using the character profile- research a costume with a fixed price outcome. Students can Google retail shops online to find a suitable outfit and annotate	Watch the short video on textile manufacturing in the UK https://www.bbc.co.uk/bitesize/clips/zjkf9j6
Career link (Unifrog)	Roadie https://www.unifrog.org/student/careers/keywords/roadie	Concept Designer https://www.unifrog.org/student/careers/keywords/concept-designer
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Understanding the suitability of specific textiles for a particular costume- durability, weight of cloth, functionality e.g close fitting manmade fibres are not suitable for lengthy periods on stage under hot lights (lacks breathability)	
Assessment	Design a costume for a chosen celebrity for an awards ceremony	Create a character comparison- How has the costume of Shakespeare's character changed over two decades in theatre? Label the garments and comment on fit, fabric, colour and overall message conveyed to the audience.
HT5 Apr-May	Introduction to Lights & Sound	SfX Special effects make-up
Objectives	Students will be able to mix background lighting and present ideas about sound to convey character. Students will learn how to influence audience interpretation about character through their lighting and sound designs. Students will be able to: <ul style="list-style-type: none"> • work in groups and produce a lighting storyboard • design a lighting plan and bring to fruition. • confidently use Ipads to create a lighting show (using key restrictions) • understand how diegetic and non-diegetic sound is used for effect https://www.youtube.com/watch?v=VIKxypqXSrk 	Students will learn about how make-up and special effects make-up is used in stage, tv and film to enhance characterisation. Students will watch several short videos on different styles of costume make-up across the eras and will learn how to create a Halloween style open wound using a non-liquid latex recipe. Students will be able to: <ul style="list-style-type: none"> • create a recipe to make an organic wax as an alternative to liquid latex https://www.youtube.com/watch?v=fHVOLgRYJrc • create a base using a suitable colour palette • understand the health and safety aspects of using make-up/chemicals • work collaboratively within a pair to create a realistic 'open wound' SFX using tissue, fake blood and liquid latex
NC links (where applicable)	Drama KS4: C2 English: W1/W2/S1/S2 G1/G2 ICT: 2	Drama KS4: C2 English: W1/W2/S1/S2 G1/G2 ICT: 2
Tier 2 Vocab	NHTWG Volume, surround sound, soundscape, sound effects, sound	NHTWG Skin tone, blend, feature, realistic, swiping
Tier 3 Vocab	Tempo, cross fade, wash, downlight, lantern, black out, gobo Diegetic, non,diegetic, ambient sound, incidental sound	Liquid latex, concealer, foundation, contouring, highlighter
Homework	Create recordings of diegetic and non-diegetic sounds on a mobile phone	Watch a video on being a SFX make-up artist on: www.digitaltheatreplus.com/make-up
Career link (Unifrog)	Lighting engineer https://www.unifrog.org/student/careers/keywords/lightingtechnician	SFX https://www.prospects.ac.uk/job-profiles/special-effects-technician

Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions			Understanding the role of make-up/SFX Dispelling ideas of gender stereotypes	
Assessment	A lighting and sound plan annotated with design choices.		Design realisation of a wound Peer assessment	
HT6 Jun- Jul	Introduction to 3D stage design Tinkercad		Scriptwriting	
Objectives	An Introduction of more advanced set design skills as a means of communicating a story and character to an audience using traditional methods and ITT (TINKERCAD). The use of ITT/ TINKERCAD allows the student to develop their 1D stage designs into 3D and be able to understand them from several perspectives. This unit provides students with an opportunity to extend their digital design skills. Students will be able to: <ul style="list-style-type: none"> confidently use digital design software (Tinkercad) communicate a character and a story through the use of digital set design. use colour to create meaning discuss their reasons for design choices 		This unit gives students an opportunity to build upon their interpretative and devising skills by responding to a stimulus and using skills to develop characterisation. Students will learn the importance of props and how they impact on audience interpretation. Students will be able to: <ul style="list-style-type: none"> understand and respond to the use of still image confidently use hot-seating to explore character further understand the use of thought tracking within a scene/act write scenes involving at least two actors apply subject specific vocabulary within scripts, stage directions and discussions 	
NC links	Drama KS4: C3 English: W1/W2/S1/S2 G1/G2 ICT: 2		Drama KS4: C3 English: W1/W2/S1/S2 G1/G2 ICT: 2	
Tier 2 Vocab	Size, shape, structure, 3d,2d,1d, grid, colour, materials		Devise, chronological, respond, discuss, apply, understand,	
Tier 3 Vocab	Projection, flat, ground-plan, platform, platform-stage, revolve, stage crew, staging,		Dialogue, character motivation, stage directions	
Homework	Create a mood board of design ideas using a variety of materials – label materials		Create a character profile for a main character	
Career link (Unifrog)	Set Designer https://www.unifrog.org/student/careers/keywords/set-designer		Director https://www.unifrog.org/student/careers/keywords/theatre-director	
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions	Use of colour and how it can create mood and atmosphere for the audience.		Understanding that stage directions are not just to place the actors on stage, that they convey messages about emotions and responses to dialogue.	
Assessment	Produce a 3D digital design and written design rationale.		Write a scene involving two characters and include stage directions.	