



# (Spring) Learning Journey for (Performing Arts - Drama)

*Ade Astra*

## How does this unit link to prior learning?

Unit 2 builds directly on the drama skills developed throughout KS3, where students have already explored key techniques such as freeze frames, tableaux, levels and thought-tracking, as well as basic characterisation, group work and rehearsal routines. Their prior experience interpreting themes, creating scenes and responding to feedback provides a strong foundation for meeting a creative brief. Unit 2 simply formalises and deepens these existing skills, asking students to apply drama techniques with greater purpose, sustain believable characters and reflect more meaningfully on their rehearsal process and performance choices.

## What will you be learning about?

In Unit 2, students will learn how to respond creatively to a performance brief by developing ideas, rehearsing effectively and shaping a piece of drama for an audience. They will explore and refine drama techniques, build believable characters, work collaboratively, and make purposeful performance decisions. Throughout the unit, students will also learn how to evaluate their progress, justify their choices and understand how performers develop work from initial concept to final performance.

## We will develop our learning each week by focusing on:

<u>1.</u> We explore Brecht, Artaud and Stanislavski through practical workshops and begin Task 1 by generating initial ideas, linking them to the brief and recording early developments.	RAG	<u>7.</u> We will deepen our characterisation and ensemble work through rehearsals while beginning technical planning, alongside an introduction to DNA and key performing arts industry roles.	RAG
<u>2.</u> We continue experimenting with practitioners, refine their ideas, start shaping a structure and rehearsal plan, and expand their Task 1 written justification.		<u>8.</u> We will integrate lighting, sound and staging into rehearsals while researching key industry roles and linking DNA's themes to practitioner styles.	
<u>3.</u> We complete Task 1 by justifying their creative decisions and practitioner influences, while refining early scenes and beginning focused rehearsals.		<u>9.</u> We will complete full technical run-throughs and refine weaker sections, while beginning character studies for DNA.	
<u>4.</u> We will move into the first phase of rehearsals, tightening transitions, applying practitioner techniques consistently and introducing early technical choices.		<u>10</u> We will focus solely on Unit 2, carrying out polishing sessions and dress rehearsals using full technical elements.	
<u>5.</u> We will polish our work with a focus on ensemble, movement, voice, character consistency and developing props, costume and staging, supported by mid-unit feedback.		<u>11.</u> We will perform our final assessed Unit 2 piece, demonstrating all performance and technical decisions in the completed work.	

<b>6.</b> We will complete full run-throughs, evaluate strengths and weaknesses, and plan targeted refinements.		<b>12.</b> We will complete a detailed evaluation of our final performance, analysing strengths, weaknesses and future improvements.	
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### Key vocabulary

Stimulus	Intention	Target Audience	Practitioner	Style	Devising	Characterisation	Ensemble	Blocking
Proxemics	Gesture	Transitions	Refinement	Cue	Evaluation	Justification	Physical Skills	Vocal Skills

How will this help you in the future?								
KS4					Beyond LHS			
This will help you in the future by developing your confidence, creativity and ability to communicate ideas clearly - skills that are valuable in both the performing arts industry and any career involving teamwork and problem-solving.					This will help you beyond school by building transferable skills such as confidence, collaboration, communication and resilience, all of which are valuable in everyday life and a wide range of future careers.			