



# (Summer) Learning Journey for (Performing Arts -Drama – Unit 1)

## How does this unit link to prior learning?

At the start of the Summer term, students will complete any remaining coursework from **Unit 2**, ensuring all practical and written evidence has been refined and submitted.

Students will then begin **Unit 1: Performing**, where they will rehearse and perform an extract from the play *DNA* by Dennis Kelly. This builds on the practical performance skills developed during KS3 and Unit 2, including characterisation, rehearsal techniques and performing for an audience.

Through studying this play, students will develop a deeper understanding of how actors interpret scripts and collaborate during rehearsals to create a believable and engaging performance.

## What will you be learning about?

During this unit students will study an extract from *DNA* and explore the themes, characters and relationships within the play. Students will develop their ability to interpret a script and communicate meaning through performance.

Students will focus on developing key performance skills including:

- vocal skills such as projection, clarity and tone
- physical skills including posture, gesture and facial expression
- interpretative skills such as characterisation and motivation

Students will work collaboratively during rehearsals to refine their performances and prepare for their **Unit 1 Task 1 performance assessment**.

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

<b>1.</b> Students will complete and improve any remaining <b>Unit 2 coursework</b> , ensuring all written and practical evidence is ready for submission.	<b>RAG</b>	<b>7.</b> Students will explore <b>interpretative skills</b> , considering character motivation and emotional intention.	<b>RAG</b>
<b>2.</b> Students will be introduced to the play <i>DNA</i> . They will explore the <b>themes, characters and context</b> of the script.		<b>8.</b> Students will rehearse their extract, focusing on <b>interaction between performers and timing within scenes</b> .	
<b>3.</b> Students will analyse their chosen extract and develop their understanding of <b>character relationships and intentions</b> .		<b>9.</b> Students will continue rehearsals, refining their <b>characterisation and stage presence</b> .	
<b>4.</b> Students will begin staging scenes and developing <b>blocking and positioning on stage</b> .		<b>10</b> Students will take part in <b>full rehearsal run-throughs</b> , responding to feedback and improving their performance.	
<b>5.</b> Students will focus on developing <b>vocal performance skills</b> , including projection, clarity and tone..		<b>11.</b> Students will perform their <b>assessed extract from DNA</b> as part of the <b>Unit 1 performance assessment</b> .	

<b>6.</b> Students will develop <b>physical performance skills</b> , exploring movement, gesture and facial expression.		<b>12.</b> Students will review their rehearsal process and performance, reflecting on strengths and areas for development.	
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**Key vocabulary**

Script	Intention	Dialogue	Blocking	Tone	Projection	Characterisation	Gesture	Audience
Facial Expression	Timing	Rehearsal	Interaction	Cue	Evaluation	Justification	Physical Skills	Vocal Skills

**How will this help you in the future?**

<b>KS4</b>	<b>Beyond LHS</b>
This unit develops the rehearsal and performance skills needed to succeed in the remainder of the course and prepares students for the final unit in year 11.	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.