



# Curriculum Overview



<b>SUBJECT:</b>	<b>DRAMA</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	<ul style="list-style-type: none"> <li>Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment.</li> <li>To achieve high standards and a love of drama.</li> <li>Students to gain the knowledge, understanding and skills that they are expected to develop throughout the course of study focusing on Understanding Drama, Devising Drama Texts in Practice.</li> </ul>		

## UNITS OF WORK

An Introduction to the Course and key skills necessary for success. Component 2 Devising theatre – MOCK – Practical & Theory	Component 1 (Section A & B) Interpreting Theatre set text of Noughts & Crosses (Section C) Live Theatre Production – Watch & Review	Component 2 – Devising Theatre. (Practical & Log 60% of GCSE)
---	--	---

Key Knowledge/Development	Key Skills Development	Assessment
<p><b>An Introduction to the Course and key skills necessary for success</b> This unit will offer students a crash course in the GCSE drama course. Students will be given the opportunity to learn new skills and explore a wide range of styles, genres and practitioners.</p> <p><b>Component 2 Devising Theatre (MOCK)</b> At the end of Year 10 students will complete their Component 2 exam. This component asks students to respond to stimuli and create a piece of theatre for a live audience in groups. The students are also required to keep a 'devising log' which tracks the students ability document their initial response, the development of ideas and evaluate the successes of their final performance piece. - This term offers students to practise and experience this part of their GCSE in preparation for the real thing at the end of the year!</p> <p><b>Written Exam (Study of set play)</b> Students study a play, looking at social, cultural, and political elements of the play. We will practically explore the text together, understanding its themes, style &amp; characters. Students will then begin using this knowledge to practise exam style questions from the perspective of a performer and designer.</p> <p><b>(Live Theatre Review)</b> By this point in the year, students would have experienced watching a piece of Live Theatre. For a part of their final written exam, they are asked to write a review of the piece of Theatre they have seen. We will be using this time to analyse &amp; evaluate the production and how to direct an evaluation of a live theatre performance</p> <p><b>Component 2 – Devising Theatre Exam</b> Performance of final devised pieces. Devised performances are recorded and examined by teachers and a personal Devising Log is completed during the process of Component 2.</p>	<p><b>COURSE INTRODUCTION, KEY SKILLS &amp; PRACTITIONERS</b></p> <p><b>STUDY OF SET TEXT INTRODUCTION</b> Students will begin to explore the set text that they will study in preparation for the written paper in Year 11.</p> <p><b>DEvised DRAMA PREPARATION:</b> Students will explore a range of stimuli and themes using different styles of Drama and influences of theatre practitioners to communicate meaning.</p> <ul style="list-style-type: none"> <li>• Naturalistic Drama and Stanislavski</li> <li>• Epic Theatre and Brecht</li> <li>• Physical Theatre and Frantic Assembly</li> </ul> <p><b>DEvised DRAMA ASSESSMENT:</b> Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through:</p> <ul style="list-style-type: none"> <li>• Carrying out research</li> <li>• Developing their own creative ideas and collaborating with others</li> <li>• Rehearsing and refining their work in progress</li> <li>• Analysing and evaluating their own process of devised drama</li> <li>• Completing a Devising Log</li> </ul>	<p><b>Term 1 &amp; 2:</b> Performing to an audience Baseline Assessment Component 2</p> <p><b>Term 3 &amp; 4:</b> Study of set play &amp; Live Theatre</p> <p><b>Term 5:</b> Component 2 - Devising (Performance &amp; Log) 40% of GCSE</p> <p><b>Term 6:</b> PPE examination in the hall</p>

Continued...

**DRAMA (Continued)**

EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.</li> <li>We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education.</li> <li>In every Drama lesson students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers performance and showing respect when watching each other's work.</li> <li>Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</li> <li>Students are given the opportunity to investigate moral and ethical issues in lesson. Students recognise the difference between right in wrong. Students have</li> <li>Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</li> <li>Students have the opportunity to reflect in and outside the classroom. Students respect feelings and values.</li> <li>Projects offer students varied cultural influences.</li> <li>Students respect the opinions of their peers in the learning environment in every lesson</li> <li>Equality, Diversity, and Inclusion is embedded in every lesson of Drama. Drama is multicultural in its origins, development, and presentation.</li> <li>The Drama classroom does not judge but offers a safe space for students to develop their own understanding of the world, humanity with all its positives and negatives.</li> <li>The Drama classroom is not afraid to challenge negative attitudes and promote growth within the inclusive school culture.</li> <li>Topics will contain resources with multicultural themes.</li> </ul>	<ul style="list-style-type: none"> <li>S7 Following instructions</li> <li>E1 Listen well to others</li> <li>E3 Respect the views of others</li> <li>Group numbers and timings of rehearsal structure</li> <li>Assessments</li> <li>Performance timings</li> </ul>	<ul style="list-style-type: none"> <li>KS4 Showcase Evenings</li> <li>Live Theatre visit</li> </ul>