

## Year 10 GCSE Drama Course Outline

Term	Topic of Study	Key Skills for Teaching	Assessment/s
HT1 Aug - Oct	Component 2 – Devised Thematic Theme: The Relationship	<ul style="list-style-type: none"> <li>• Paper Birds (practitioner)</li> <li>• Watch a series of Paper Birds productions and apply their techniques to the devised piece based on relationships.</li> <li>• Research ‘The Triumph of Fortitude’ tapestry and ‘Dante’s Dream about the Death of Beatrice’ painting.</li> <li>• Introduction to Verbatim.</li> <li>• Interview friends and family about how they met their partner. Make notes, then dramatize using Paper Birds techniques.</li> <li>• Discuss the Seven Deadly Sins – Pride, lust, greed, envy, gluttony and wrath etc</li> </ul>	<p><b>Assessment – Devised Thematic Devising Log Section 1 (600-800 words)</b>  <b>By October half term</b></p>
HT2 Oct - Dec	Component 2 – Devised Thematic (continued)	<ul style="list-style-type: none"> <li>• SPASS</li> <li>• Narrating the Stage Directions</li> <li>• Placards</li> <li>• Chair Duets</li> <li>• Verbatim</li> <li>• Multi-role</li> </ul>	<p><b>Assessment: Devising Log Section 2 (Rehearsals) (800-1,000 words.)</b></p>
HT3 Jan - Feb	Component 2 – Devised Thematic Theme: The Relationship	<p><b>Devising Log (Section 2 – Rehearsals 800-1,000 words)</b></p> <p><i>Write about rehearsals and progress/changes made to the devised piece to improve the overall performance. Focus on 6-8 rehearsals and changes to the rehearsals.</i></p> <ul style="list-style-type: none"> <li>• To recap costume, lighting, puppetry, set design, sound for 4 mark questions using STEM answers.</li> <li>• To recap how to perform specific lines for a character using Describe and Explain AOs (regularly at the start of each Drama lesson and flash mark)</li> <li>• To teach how to answer 12 and 20 mark questions using STEM answers, walk and talk stand and speak, and with key vocabulary (Literacy focus – Paragraphs)</li> <li>• Finish Live Theatre Review (Romeo and Juliet)</li> </ul>	<p><b>Assessment: Devising Log Section 2 (Rehearsals) (800-1,000 words.)</b></p> <p><b>By end of January and before February half term.</b></p> <p><b>Timed Live Theatre Review (1 hour):</b></p> <p><b>Flash marked and targets set.</b></p>

<p><b>HT4</b> Mar - Apr</p>	<p><b>Component 2 Devised Thematic The Relationship Final Performance (20 marks)</b></p>	<ul style="list-style-type: none"> <li>• Rehearse final piece and receive written and verbal feedback from Mrs Smith-Hughes.</li> <li>• Perform final pieces under examination conditions in front of a live audience.</li> <li>• Write Section 3 (Evaluation 600-800 words.)</li> </ul>	<p><b>By end of March (TBC)</b></p> <p><b>Performance (worth 20%)</b> <b>Devising log Parts 1, 2 and 3 (2,500 words)</b></p> <p><b>Section 3 (Evaluation) Devising Log (600-800 words) By the Easter holidays.</b></p>
<p><b>HT5</b> Apr - May</p>	<p><b>Component 3 Scripted Monologues or Duologues</b></p>	<ul style="list-style-type: none"> <li>• Issued monologues or duologues for Component 3 Scripted Assessment.</li> <li>• Teach Naturalism/Method/Actioning the Text/Learning lines.</li> <li>• Perform Extract 1 and receive feedback for improvement.</li> </ul>	<p><b>Slow Writing – Live Theatre Review two actors in three scenes.</b></p> <p><b>Flash marking and targets set</b></p>

<p><b>HT6</b> May - Jul</p>	<p><b>Component 1 – Section A (Revisit – Spaced Retrieval)</b> <b>Section B (Playing Mrs Lyons in Blood Brothers)</b></p> <p><b>Component 2 – Final Devised Should the police use facial recognition to fight crime?, Displacement, People Trafficking, Immigration, CCTV and the Big Brother Concept</b></p>	<ul style="list-style-type: none"> <li>• Revisit and recap Mrs Lyons and Mrs Johnstone as characters by using practical lessons about posture, gait, vocal and physical skills.</li> <li>• Identify four key turning points for each character and then perform the character in four scenes focusing explicitly on how you embed STEM answers into responses focusing on the AOs.</li> <li>• Read extract from 1984 about CCTV and being watched. <ul style="list-style-type: none"> <li>• Introduce Brecht and the alienation effect.</li> </ul> </li> <li>• Discuss the rules about facial recognition and the positive and negative effects of using facial recognition to decide crimes in the UK.</li> <li>• Discuss immigration laws in the UK and show pictures of Refugees and human trafficking stories.</li> <li>• Use the following techniques to explore displacement or lack</li> </ul>	<p><b>Assessment: Timed full paper (End of Year 10 Exam Week)</b></p> <p><b>Final Assessment: June 2022</b> <b>All practical and Devising log completed by: June 2022.</b></p>
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**Component 3 – Scripted  
Monologue/duologue or  
group – Extracts 1 and 2**

- of freedom:
1. Narrator
  2. Verbatim
  3. Consciences
  4. Rewind/Fast Forward
  5. Slow Motion.
  6. Talking in the third person.
  7. Chair duets/Physical theatre
  8. Repetition
  9. Mime
  10. SPAS (dark humour)/Breaking the fourth wall.

- **Performing both monologues to strict time constraints set by AQA.**
  - **Issue second monologue.**
  - **How to perform and prepare a believable monologue for assessment.**
  - **Discussion of practitioner – Stanislavsky and Naturalism**
  - **Using the stage to create meaningful performances of extracts 1 and 2.**
  - **How to use physical and vocal skills to add depth to a performance and moments of light and shade in a performance of both extracts.**
  - **To use pauses to create heightened moments of tension in monologues.**
- To perform to the minimum and maximum time constraints set out by AQA.**