

## Year 10 GCSE Drama Course Outline

Term	Topic of Study	Key Skills for Teaching	Assessment/s
HT1 Aug - Oct	Component 3 – Scripted Monologue	<ul style="list-style-type: none"> <li>Performing both monologues to strict time constraints set by AQA.</li> <li>Issue second monologue.</li> <li>How to perform and prepare a believable monologue for assessment.</li> <li>Discussion of practitioner – Stanislavsky and Naturalism</li> <li>Using the stage to create meaningful performances of extracts 1 and 2.</li> <li>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.</li> <li>To use pauses to create heightened moments of tension in monologues.</li> <li>To perform to the minimum and maximum time constraints set out by AQA.</li> </ul>	<b>14<sup>th</sup> September</b> <b>By Oct 5<sup>th</sup></b> <b>By Oct 16<sup>th</sup></b>
HT2 Oct - Dec	Component 2 – Devised Thematic Monologue.  Watch ‘The Boy in the Striped Pyjamas’ and look at PPT based on Second World War Survivor stories.	Kindertransport and Refugees <ul style="list-style-type: none"> <li>Link to Immigration/Displacement/Prejudice</li> <li>Read ‘Kindertransport’ Survivors Stories</li> <li>Create Verbatim pieces using the words of a survivor.</li> <li>Write Part 1 – Initial Response to Stimulus (600-800 words)</li> <li>Learn how to use research about the Second World War and the Holocaust Survivors to add depth to monologues for performance.</li> <li>To understand Verbatim and Documentary Drama techniques and apply them in the development of ideas for performance.</li> <li>To include aspects of Diane Samuels script ‘Kindertransport’ in the development of acting moments in the monologue.</li> <li>To perform precisely to the time constraints stipulated by AQA.</li> </ul>	<b>Assessment – Devised Thematic Devising Log Part 1</b> <b>By Nov 20<sup>th</sup></b>  Assessment – Devised Thematic Devising Log Part 2 Rehearsal (800 words)  By December
HT3 Jan - Feb	Component 1 – Blood Brothers 4, 8, 12 and 20 mark questions and STEM answers.	<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> </ul>	<b>By end of Jan</b>

<p><b>HT4</b> Mar - Apr</p>	<p><b>Component 2 – Devised Thematic Duologue</b></p>	<ul style="list-style-type: none"> <li>• Create a duologue between two actors focusing on the Second World War stimuli. For example, interrogation in a concentration camp, hiding Jewish people, the blackouts, two soldiers in active combat, refugee etc</li> </ul>	<p><b>By end of March</b></p> <p><b>Performance (worth 20%)</b> <b>Devising log Parts 1, 2 and 3 (2,500 words)</b></p>
<p><b>HT5</b> Apr - May</p>	<p><b>Live Theatre Review ‘The Railway Children’</b></p>	<ul style="list-style-type: none"> <li>• Write a live theatre review about ‘The Railway Children’ focusing on two actors in three scenes.</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</b> <b>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 of freedom: <ol style="list-style-type: none"> <li>1. Narrator</li> </ol> </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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|  |  | <ol style="list-style-type: none"><li>2. Verbatim</li><li>3. Consciences</li><li>4. Rewind/Fast Forward</li><li>5. Slow Motion.</li><li>6. Talking in the third person.</li><li>7. Chair duets/Physical theatre</li><li>8. Repetition</li><li>9. Mime</li><li>10. SPAS (dark humour)/Breaking the fourth wall.</li></ol> |  |
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