

## **Curriculum Overview – Performing Arts**

### **Year 10 - 11 GCSE Drama Grades 1-9**

Links to National Curriculum – English spoken language: improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Reading: understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

	7	8	9	10	11
Autumn	<p><b>Rotation 1</b> Introduction to drama: Rules</p> <p><b>Component 1 – Devising theatre:</b> Tableaux/Freeze frame Mime Audience skills</p> <p><b>Assessment pieces:</b> Tableaux James Bond</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>Rotation 1:</b> <b>Component 1 – Devising theatre:</b> Responding to a stimulus – process drama Miss B’s army Survivor Improv scenes &amp; stimulus</p> <p><b>Assessment pieces:</b> Miss B’s army Survivor Billy</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>Rotation 1:</b> <b>Component 2- Performing from a text:</b> Intro to Stanislavski Script work Characterisation Relationships Status Technology</p> <p><b>Assessment pieces:</b> Duologues</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>GCSE Drama Component 1 – Devising theatre</b> <b>AO1: Create and develop ideas to communicate meaning for theatrical performance</b> <b>AO2: Apply theatrical skills to realise artistic intentions in live performance</b> <b>AO4: Analyse and evaluate their own work and the work of others.</b> Intro &amp; requirements of course</p> <p><b>Development of practitioners</b> Physical Theatre- Frantic Assembly: Epic theatre- Brecht: Stanislavski - naturalism</p> <p><b>Intro to assessment piece</b> Devised based on given stimulus</p>	<p><b>GCSE Drama Component 2- Performing from a text</b> <b>AO2: Apply theatrical skills to realise artistic intentions in live performance</b> Bouncers, Shakers, Too much punch for Judy etc (Pupils choice) Rehearsals, Pupil workshop &amp; performance</p>

Spring	<p><b>Rotation 2</b> Introduction to drama: Rules</p> <p><b>Component 1 – Devising theatre:</b> Tableaux/Freeze frame Mime Audience skills</p> <p>Assessment pieces: Tableaux James Bond</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>Rotation 2:</b> <b>Component 1 – Devising theatre:</b> Improv scenes &amp; stimulus</p> <p>Assessment pieces: Billy</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>Rotation 1&amp;2</b> <b>Component 1 – Devising theatre:</b> Intro to Artaud Theatre of Cruelty</p> <p>Assessment piece- Nursery rhymes go freaky</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>GCSE Drama</b> <b>Component 1 – Devising theatre</b> <b>AO1: Create and develop ideas to communicate meaning for theatrical performance</b> <b>AO2: Apply theatrical skills to realise artistic intentions in live performance</b> <b>AO4: Analyse and evaluate their own work and the work of others.</b></p> <p><b>Development of practitioners</b> Physical Theatre- Frantic Assembly: Epic theatre- Brecht: Stanislavski – naturalism</p> <p><b>Assessment piece</b> Development of final piece Mock assessment</p>	<p><b>GCSE Drama</b> <b>Component 2- Performing from a text (20%)</b> <b>AO2: Apply theatrical skills to realise artistic intentions in live performance</b> Bouncers, Shakers, Too much punch for Judy etc (Pupils choice Rehearsals, Pupil workshop &amp; performance</p>

Summer	<p><b>Rotation 1&amp;2</b> <b>Component 1 – Devising theatre:</b> Physical theatre Responding to music in drama Character development</p> <p>Assessment piece- Own physical theatre piece</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>Rotation 1&amp;2</b> <b>Component 2 – Performing from a text:</b> Physical theatre Curious incident of the dog in the night-time Characterisation Relationships Status Technology</p> <p>Assessment piece- Curious incident</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><b>Rotation 1:</b> <b>Component 2- Performing from a text:</b> Intro to Brecht Epic Theatre</p> <p><b>Assessment pieces:</b> Fairy Tales</p> <p><b>GCSE DRAMA ASSESSMENT OBJECTIVES:</b> <b>AO1</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO3</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4</b> Analyse and evaluate their own work and the work of others</p>	<p><u><b>GCSE Drama</b></u> <u><b>Component 1 – Devising theatre (40%)</b></u> <b>AO1:</b> Create and develop ideas to communicate meaning for theatrical performance <b>AO2:</b> Apply theatrical skills to realise artistic intentions in live performance <b>AO4:</b> Analyse and evaluate their own work and the work of others.</p> <p>Development of final piece Log books Gather evidence Performance Assessment and review</p> <p><u><b>Component 2 – Performing from a text (20%)</b></u> <b>AO2</b> Apply theatrical skills to realise artistic intentions in live performance Begin looking at text for comp 2</p>	<p><u><b>Component 3 – Interpreting Theatre (40%)</b></u> <b>AO3:</b> Demonstrate knowledge and understanding of how drama and theatre is developed and performed <b>AO4:</b> Analyse and evaluate their own work and the work of others. Final Exam</p>