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| **Year 10 – GCSE Drama** | | | | | | |
| **Curriculum intent** | The Y10 drama curriculum aims students to become competent in applying practitioner skills, analysing professional live performance and staging a performance using artistic intentions. Students gain a wider theatrical knowledge of design and acting elements linked to performance.  The drama curriculum is designed and sequenced to enable learners to develop their historical knowledge, social emotional intelligence, drama skills, techniques, terminology and creativity which builds from Y7-Y11. | | | | | |
| **Term** | **Autumn 1 – Exploring Practitioners / C1 Introduction / Live Review introduction** | **Autumn 2 – C1 Devised Performance / C1 Coursework.** | **Spring 1 – Completion of C1 Coursework Mock / Live Review / C2 Mock** | **Spring 2 – Noughts and Crosses C3 / C1 Restarted** | **Summer 1 – C1 Devising / – Noughts and Crosses C3** | **Summer 2 – C1 Performance / – Noughts and Crosses C3** |
| **Knowledge** | Students need to understand the practical application of practitioner skills and techniques.  They must also understand the theoretical basis of their characteristics at a deeper level.  They must understand the GCSE requirements of the devising plays unit and understand what constitutes successful devised work. | Students must understand the exam board set stimuli in groups to devise a piece of original drama from page to stage.  They understand how to evaluate their practical work in a portfolio format. | Students must understand how to evaluate their own work in timed conditions.  They must understand how to complete artistic intentions and stage a piece of drama from a scripted play-text. | Students begin to understand the characters, themes and historical context of Noughts and Crosses Malorie Blackman.  They also understand their areas of development from devising mock and devise their final piece. | Students begin to understand the characters, themes and historical context of Find Me by Malorie Blackman.  They also understand their areas of development from devising mock and devise their final piece. | Students understand the requirements for technically rehearsing their final devised performance to performance standard.  They also understand the requirements for C3 by completing a mock exam. |
| **Skills** | Students will develop the drama skills of:   * Improvisation * Characterisation * Physical Theatre * Frantic Assembly style techniques. | Students will develop the skills of:   * Devising drama. * Script writing. * Technical theatre. * Editing. * Refining performance. * Directing. | Students will develop the skills of:   * Evaluating live performance. * Analysis and evaluation. * Technical Theatre. * Voice and movement. * Character interpretation. | Students will develop:   * Exploration of play-text. * Rehearsal techniques. * Script writing. * Devising drama. * Exam technique. * Practitioner | Students will develop:   * Exploration of play-text. * Rehearsal techniques. * Script writing. * Devising drama. * Exam technique. | Students will develop:   * Technical theatre knowledge. * Performing for an audience. * Exam techniques. |
| **Assessments** | Students create a group performance piece at the end of the half-term focused on practical skills.  Practitioner mini test | Students will develop a group performance to be performed in December as a mock performance for an audience. | Students will complete their portfolio for assessment.  90 min evaluation.  Students will perform an extract from a scripted play for assessment at the end of the half-term. | Students will develop a piece of devised drama for performance at the end of the half-term. | Students will complete practice in class assessments of their C3 exam.  They will also perform extracts of C1 devised each fortnight. | Students will take part in a range of workshop sessions for assessment. |
| **Curiosity** | Students could visit:  <https://www.bbc.co.uk/bitesize/guides/zkgbscw/revision/1>  <https://www.crankinblackbox.com/artaud.html#:~:text=Artaudian%20Techniques&text=Creating%20a%20dream%20world%20%2D%20use,emotion%20and%20subconscious%20%2D%20like%20dreams>.  <https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>  They could read  Brecht on Theatre  Frantic Assembly devising drama  Students could audition for the school production. Lead drama club.  Drama Trip: Mrs Doubtfire | Students could read:  <https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-drama-student-book>  They should watch previous GCSE devised pieces.  Students could audition for the school production. Lead drama club. | Students should watch previous scripted drama pieces as examples.  They could visit:  <https://www.bbc.co.uk/bitesize/guides/zygqsbk/revision/1>  Drama Trip: Noughts and Crosses  Students could audition for the school production. Lead drama club.  Students could visit live theatre of their choice. | Students could audition for the school production. Lead drama club.  Students could read the set text Noughts and Crosses by Malorie Blackman  Students could visit live theatre of their choice. | Students could audition for the school production. Lead drama club.  Students could read the set text Noughts and Crosses by Malorie Blackman  Students could visit live theatre of their choice. | Students could perform/support school production. |