|  |
| --- |
| * **What we are learning**: The topic or focus for the half term.
* **Key knowledge & skills**: What students should understand and be able to do.
* **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
* **Key words to know**: Vocabulary students will learn and use.
 |

**Curriculum Overview: Drama**

**Year group 10**

**What your child will learn each half term**

This overview shows the key topics, skills, and knowledge your child will be learning in **Drama** in **Year 10**. It helps families understand what’s being taught, how it builds on previous learning, and how you can support your child at home.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Half term | What we are learning | Key knowledge | Key skills | How we will assess learning in this unit | Homework | Key vocabulary for this unit |
| HT 1  | Introduction to the GCSE Drama Course.**Component 1** – Written exam 40% of the GCSE grade. Questions on theatre terminology, a Set Text, and analysis of a live theatre performance.**Component 2** – Devising Drama 40% of the GCSE. Students work in groups to devise a performance from a range of stimuli. Internally marked, AQA Moderated.  | **Component 1** - Introduction and embedding of Drama terminology for multiple choice section. Examples include staging types, blocking notation, basic elements of technical aspects.**Component 2** – Practical workshops exploring devising technique and style - Brecht / Berkoff / Stanislavski / Physical Theatre / ensemble / multi-role acting / Splendid Productions. | Devising skills.Physicality, unison and precision.Application of vocal, physical and ensemble devising skills.Rehearsal and team skills.Research skills.Note taking. | Ongoing practical assessment in lesson.Peer / teacher feedback. | Research tasks in relation to style and practitioners.Write up of practical sessions.After school rehearsals when appropriate. | Devising RefinementRehearsalChorus UnisonTableaux Physicality Stage positionsPhysical TheatreVerfremdungseffektGestusMontageBerkovianMulti-roleNon NaturalismDramatic intention |
| HT 2 | **Component 1** – Introduction to set text. A Taste of Honey**Component 2** – Devised Drama mini project | **Component 1** - Introduction of set text. Research tasks in relation to key performances, historical / social / political context.Read throughs and analysis – short essay / exam questions to develop exam technique**Component 2** - Devising mini – project. Small groups work from a given stimulus to create performance piece in a chosen style.Rehearsal and refining of pieces to be presented as scratch performances.  | Script analysis and annotation. Script reading and character analysis.Developing essay / exam answer skills.Devising skills.Physicality, unison and precision.Application of physical devising skills.Rehearsal and team skills.Research skills.Note taking. | Ongoing assessment and feedback linked to practice short essay questions / exam answers.Ongoing Practical assessment in lesson.Peer / teacher feedback.End of unit performance assessment of devised mini – project.Written evaluation of devised mini – project. | Research tasks in relation to set text.Write up of practical sessions.After school rehearsals when appropriate.Line learning for end of unit performance. | Devising RefinementRehearsalChorus UnisonTableaux Physicality Stage positionsPhysical TheatreVerfremdungseffektGestusMontageBerkovianMulti-roleNon NaturalismDramatic intentionKitchen – Sink MetaphorStimulus |
| HT 3 | **Component 2** – NEA Devised Drama40% of GCSE  | Students given stimuli for exam piece. Teacher initiated with a choice of stimuli – examples could include an image / poem / song / historical event etc.Exam group selection in line with teacher guidance / exam board stipulations.Devising process begins. Research / rehearsal / refinement / peer and teacher feedback.Ongoing notes / log kept. | Devising skills.Physicality, unison and precision.Application of physical devising skills.Rehearsal and team skills.Research skills.Note taking.Revision and refinement of practical and written NEA ‘coursework’ | Ongoing assessment and feedback linked to NEA coursework in line with exam board regulations.Ongoing practical assessment in lesson.Peer / teacher feedback. | Research tasks in relation to stimuli and development of ideas.Write up of practical sessions in line with AQA grading criteria.After school group rehearsals.Line learning for end of unit performance. | Devising RefinementRehearsalChorus UnisonTableaux Physicality Stage positionsPhysical TheatreVerfremdungseffektGestusMontageBerkovianMulti-roleNon NaturalismDramatic intentionMetaphorStimulus |
| HT 4 | **Component 2** – NEA Devised Drama40% of GCSE  | Devising process continues. Ongoing Devising log continues.Dress and technical rehearsals of exam work.**Component 2 Practical Exam** Performance of exam pieces to peer audience.  | Devising skills.Physicality, unison and precision.Application of physical devising skills.Rehearsal and team skills.Research skills.Note taking.Revision and refinement of practical and written NEA ‘coursework’ | Performance work filmed. Written Devising Log and video evidence uploaded onto school drive for NEA marking and AQA moderation. | Research tasks in relation to stimuli and development of ideas.Write up of practical sessions in line with AQA grading criteria.After school group rehearsals.Line learning for end of unit performance. | Devising RefinementRehearsalChorus UnisonTableaux Physicality Stage positionsPhysical TheatreVerfremdungseffektGestusMontageBerkovianMulti-roleNon NaturalismDramatic intentionMetaphorStimulus |
| HT 5 | **Component 2** Devising Log refinement and final submission.**Component 1**Set Text | **Component 2**Writing of the devising log. Exploration of exemplar work from previous years. Exploration of support materials and resources – paragraph breakdowns / sentence starters / prompts and frameworks.Ongoing drafting and final submission of devising log**Component 1**Revisiting and further exploration of Set Text – A Taste of Honey.Practical exploration of key scenes.Exam question practice. | **Component 2** Analysis and evaluation of individual and group process and final performance in Devised Drama.Refinement and editing in line with AQA grading criteria and guidelines.**Component 1**Script and character analysis.Characterisation and performance skills in practical set text exploration workshops. | **Component 2** Written Devising Log evidence uploaded onto school drive for NEA marking and AQA moderation.**Component 1**Ongoing assessment and feedback linked to practice short essay questions / exam answers.Ongoing Practical assessment in lesson.Peer / teacher feedback. | Refinement of Devising log in line with AQA regulations.Reading and annotation of personal copy of set text. | Devising RefinementRehearsalChorus UnisonTableaux Physicality Stage positionsPhysical TheatreVerfremdungseffektGestusMontageBerkovianMulti-roleNon NaturalismDramatic intentionKitchen – Sink MetaphorStimulus |
| HT 6 | **Component 1**Set Text**Component 3**Introduction to Texts in Practice – 20% of the GCSE grade. Students perform two extracts from a published play. External examiner in school. | **Component 1**Revisiting and further exploration of Set Text – A Taste of Honey.Practical exploration of key scenes.Exam question practice.**Component 3**Exploration of exemplar performance work.Reading and exploration of exam appropriate texts. | **Component 1**Script and character analysis.Characterisation and performance skills in practical set text exploration workshops.Extended writing skills on 12 and 20 mark practice questions.**Component 3**Performance analysis skills. ‘What makes a performance effective?’‘How can an actor show their understanding of the narrative and themes?’ | **Component 1**Ongoing assessment and feedback linked to practice short essay questions / exam answers.Ongoing Practical assessment in lesson.Peer / teacher feedback. | Reading and annotation of personal copy of set text.Research and reading of exam appropriate texts for Component 3 | DescribeExplainAnalyseJustifyEvaluateSubtextInterpretJustifyCompareContrast |