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| **Our Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **Year 10 Drama** | |

|  | **Knowledge & Understanding** | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Read Like A... Focus** | **Key Vocabulary** |
| **Half Term 1** | **Introduction to GCSE Drama**  **Component 1 – Section A and B** | * Introduction to key terminology including performance skills and production elements. * Exploration of theatre design. * Introduction of live theatre review using online theatre. * Developing knowledge about stage positions and stage configurations. * Exploring performances through different stage types. * Developing devising skills through the use of a stimulus. * Assessment of the application of core GCSE knowledge and terminology to a terminology test and short theatre review. * Reading the entire Blood Brothers Text in preparation for Section B of the written exam. | * Recall key terminology (physical and vocal drama skills and production design elements). * Visual tasks (stage positioning) * Performance feedback opportunities | National Theatre Review | Vocal skills  Physical skills  Stage positioning  Stage Configurations  Proscenium Arch  In the Round  Traverse  Thrust  End On  Roles and responsibilities Director  Designers  Producer  Scriptwriter  Stage Manager  Theatre design  Review | Students will be exposed to professional theatre as they watch a National Theatre production online as part of the teaching and learning of ‘Live Theatre Review’.  Students learn about various careers in the drama industry.  Opportunities to attend KS4 Drama club/school production rehearsals |
| **Half Term 2** | **Component 1 Section B – Blood Brothers** | * Introduction to the characters, context and narrative of Blood Brothers. * Practical exploration of the play to discover methods of creating meaning. * Exploring the play as a performer. * Exploring the play as a designer. * Developing writing skills in drama through GCSE style questions and structures. * Assessment of the application of knowledge and terminology to GCSE style questions from Section B of the exam. | * Recall key terminology. * Recall information from Blood Brothers. * Practising writing techniques and approaches | Blood Brothers | Status  Characterisation  Social Class  Designer  Performer  Vocal Skills  Physical Skills  Spatial Skills  Interaction Communication  Evaluate  Analyse  Discuss | Developing understanding of the context of Liverpool (surrounding area) in 1960s.  Opportunities to attend KS4 Drama club/school production rehearsals |
| **Half Term 3** | **Practitioner Exploration**  **Component 2 - Devising** | * Exploring different practitioners and styles in drama. * Developing stylised techniques to embed into devised performances. * Responding to a stimulus and creating original theatre with the influence of a practitioner. * Developing devising skills and knowledge in preparation for Component 2. * Assessment of the application of an practitioner’s methods into a short devised piece used as a mock for Component 2. | * Recall key terminology * Reviewing performances * Performance feedback opportunities | Autobiography - Brecht | Practitioner  Brecht  Berkoff  Frantic Assembly  Physical Theatre  Expressionism  Non-naturalism  Symbolism  Style  Genre  Form  Structure  Devising  Stimulus  Technique | Students are exposed to a range of different styles of drama that exist in the world from the past and present.  Students will have opportunities to watch professional examples of different practitioner work.  Opportunities to attend KS4 Drama club/school production rehearsals |
| **Half Term 4-5** | **Component 2 -Devising** | * Responding to a stimulus and creating an original performance. * Participating in workshop sessions to help develop and refine ideas and characters. * Application of studied practitioners and styles into the devising process. * Refining and rehearsing devised pieces. * Performing the devised piece to an audience. * Responding to feedback to refine devised performances. | * Recall key terminology * Reviewing performances * Performance feedback opportunities * Hot Seating to check understanding of characters. * Sharing research with the class. | Welcome to Society – Erin Hansen | Devising  Stimulus  Feedback  Hot Seating  Monologue  Style  Practitioner  Process  Review  Refine  Rehearse | Students will conduct research around their chosen area which could include topics such as equality, society, social media, bullying, etc.  Opportunities to attend KS4 Drama club/school production rehearsals |
| **Half Term 6** | **Component 2 – Devising Log** | * Reviewing the devising process through written coursework. * Responding to feedback from the teacher and class. * Analysing and evaluating individual performance and performance skills used. | * Feedback opportunities. * Key terminology checks. | GCSE 9 Grade Drama Coursework | Research  Stimulus  Narrative  Intention  Response  Refinement  Feedback  Rehearsal  Barriers  Problem solving  Characterisation  Evaluate  Analyse  Discuss | Students will understand how theatre is reviewed and analysed to discover strengths and weaknesses.  Opportunities to attend KS4 Drama club/school production rehearsals |

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| **Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| October | * Key terminology and knowledge related to performance skills, roles and responsibilities and theatre design elements. | To identify gaps in key knowledge that is required for the course, in particular the written aspects. | Updated KPI Tracker  Verbal and whole class feedback |
| January | * GCSE style questions related to Section B Blood Brothers. Students will be expected to write ideas related to the role of a performer and designer. | To identify how students have developed their writing skills in drama. To identify any gaps in knowledge of Blood Brothers. | Updated KPI Tracker  Verbal and whole class feedback |
| April | * Mock performance of Component 2 Devising performances. | To assess the quality of students’ work ahead of their final performance. To enable feedback to be given to help improve devised pieces. | Updated KPI Tracker  Verbal and whole class feedback  Performance recorded |
| May/June  July | * Final Component 2 Devising GCSE performance * Written devising log coursework hand in. | This contributes towards 10% of the overall GCSE.  This contributes towards 30% of the overall GCSE. | Updated KPI Tracker  Update AQA GCSE Tracker  Verbal and whole class feedback  Performance recorded |