

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

Year 10 Drama

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Read Like A... Focus	Key Vocabulary	
Half Term 1	Introduction to GCSE Drama	<p>Performance skills and production elements.</p> <p>Exploration of theatre design.</p> <p>Introduction of live theatre review using online theatre.</p> <p>Developing devising skills through the use of a stimulus.</p>	<p>Recall key terminology (physical and vocal drama skills and production design elements).</p> <p>Visual tasks (stage positioning)</p> <p>Performance opportunities</p>	National Theatre Review	<p>Vocal skills</p> <p>Physical skills</p> <p>Stage positioning</p> <p>Stage Configurations</p> <p>Proscenium Arch</p> <p>In the Round</p> <p>Traverse</p> <p>Thrust</p> <p>End On</p> <p>Role Responsibilities</p> <p>Director</p> <p>Designers</p> <p>Producer</p> <p>Scriptwriter</p> <p>Stage Manager</p> <p>Revolve</p> <p>Flats</p> <p>Backdrop</p> <p>Flyrail</p> <p>Cyclorama</p> <p>Stage Furniture</p> <p>Spotlight</p> <p>Flood light</p> <p>Gobo</p> <p>Strobe</p> <p>Fresnel</p>	<p>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'.</p>
	Section A and B – Component 1	<p>Stage positions and configurations</p> <p>Roles and responsibilities in the theatre industry</p> <p>Reading Blood Brothers text to gain understanding of narrative, characters, themes and context.</p>	<p>Performance feedback opportunities</p>			<p>Students learn about various careers in the drama industry.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>

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Half Term 2	Component 1 – Section B – Blood Brothers	<p>Introduction to the characters, context and narrative of Blood Brothers.</p> <p>Practical exploration of the play to discover methods of creating meaning.</p> <p>Exploring the play as a performer.</p> <p>Exploring the play as a designer.</p> <p>Developing writing skills in drama through GCSE style questions and structures.</p>	<p>Recall key terminology.</p> <p>Recall information from Blood Brothers.</p> <p>Performance opportunities</p> <p>Practising writing techniques and approaches</p>	Blood Brothers – Willy Russell	<p>Status</p> <p>Characterisation</p> <p>Social Class</p> <p>Designer</p> <p>Performer</p> <p>Vocal Skills</p> <p>Physical Skills</p> <p>Spatial Skills</p> <p>Interaction</p> <p>Communication</p> <p>Evaluate</p> <p>Analyse</p> <p>Discuss</p>	<p>Developing understanding of the context of Liverpool (surrounding area) in 1960s.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>
Half Term 3	<p>Devising and Practitioner Exploration</p> <p>Component 2 – Devising</p>	<p>Exploring different practitioners and styles in drama.</p> <p>Developing stylised techniques to embed into devised performances.</p> <p>Developing devising skills and knowledge in preparation for Component 2.</p> <p>Responding to a stimulus and creating original theatre with the influence of a practitioner.</p> <p>Applying practitioner’s approaches to the development and devising of an original performance.</p>	<p>Recall key terminology</p> <p>Performance opportunities</p> <p>Reviewing performances</p> <p>Performance feedback opportunities</p>	Autobiography - Brecht	<p>Practitioner</p> <p>Brecht</p> <p>Berkoff</p> <p>Frantic Assembly</p> <p>Stanislavski</p> <p>Physical Theatre</p> <p>Expressionism</p> <p>Non-naturalism</p> <p>Symbolism</p> <p>Style</p> <p>Genre</p> <p>Form</p> <p>Structure</p> <p>Devising</p> <p>Stimulus</p> <p>Technique</p>	<p>Students are exposed to a range of different styles of drama that exist in the world from the past and present.</p> <p>Students will have opportunities to watch professional examples of different practitioner work.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>

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Half Terms 4 & 5	Component 2 – Devising	<p>Responding to a stimulus and creating an original performance.</p> <p>Participating in workshop sessions to help develop and refine ideas and characters.</p> <p>Application of studied practitioners and styles into the devising process.</p> <p>Refining and rehearsing devised pieces.</p> <p>Performing the devised piece to an audience.</p> <p>Responding to feedback to refine devised performances.</p> <p>Reviewing and evaluating work in progress through GCSE devising log.</p>	<p>Recall key terminology</p> <p>Performance opportunities</p> <p>Reviewing performances</p> <p>Performance feedback opportunities</p> <p>Hot Seating to check understanding of characters.</p> <p>Sharing research with the class.</p> <p>Feedback opportunities.</p> <p>Key terminology checks.</p>	Welcome to Society – Erin Hansen	<p>Devising</p> <p>Stimulus</p> <p>Feedback</p> <p>Hot Seating</p> <p>Monologue</p> <p>Style</p> <p>Practitioner</p> <p>Process</p> <p>Review</p> <p>Refine</p> <p>Rehearse</p>	<p>Students will conduct research around their chosen area which could include topics such as equality, society, social media, bullying, etc.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>
Half Term 6	Component 2 – Devising Log	<p>Reviewing the devising process through written coursework.</p> <p>Responding to feedback from the teacher and class.</p> <p>Analysing and evaluating individual performance and performance skills used.</p>	<p>Feedback opportunities.</p> <p>Key terminology checks.</p>	GCSE 9 Grade Drama Coursework	<p>Research</p> <p>Stimulus</p> <p>Narrative</p> <p>Intention</p> <p>Response</p> <p>Refinement</p> <p>Feedback</p> <p>Evaluate</p> <p>Analyse</p> <p>Discuss</p>	<p>Students will understand how theatre is reviewed and analysed.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>

Key Assessments

When	What will be assessed?	Why is this being assessed?
Half Term 1	The application of core GCSE knowledge and terminology to a terminology test and short theatre review	<ul style="list-style-type: none"> To identify gaps in key knowledge that is required for the course, in particular the written aspects. To identify how well students can apply developed knowledge of theatre design to a theatre review.
Half Term 2	The application of knowledge and terminology to GCSE style questions from Section B of the exam.	<ul style="list-style-type: none"> To identify how students have developed their writing skills in drama. To identify any gaps in knowledge of Blood Brothers. To identify how successfully students can use knowledge to explain and analyse how theatre can be created.
Half Term 3	Assessment of short practice devised piece using practitioner influence.	<ul style="list-style-type: none"> To identify how successfully and creatively students can apply devising skills to an original performance.
Half Term 4	Mock performance of Component 2 Devising performances.	<ul style="list-style-type: none"> To assess the quality of students' work ahead of their final performance. To enable feedback to be given to help improve devised pieces.
Half Term 5	Mock performance of Component 2 Devising performances.	<ul style="list-style-type: none"> To assess the quality of students' work ahead of their final performance. To enable feedback to be given to help improve devised pieces.
Half Term 6	Final Component 2 Devising GCSE performance Written devising log coursework hand in.	<ul style="list-style-type: none"> This contributes towards 10% of the overall GCSE. This contributes towards 30% of the overall GCSE.