

## Drama Curriculum Overview – Year 10

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<b>Dramatic Devices</b>	Students will study, explore and apply appropriate, effective use of the GCSE Dramatic Devices. <b>Dramatic Devices:</b> Still Image Thought – tracking Narrating Marking the Moment Roe-play Hot-seating Cross-cutting Forum Theatre Action, plot, content Forms Climax and anti-climax Rhythm, pace and tempo Contrasts Characterisation Conventions Symbols Masks Movement, mime and gesture Voice	Students will study the Dramatic Devices of GCSE Drama. They apply their knowledge of them through performance work. The students will also explore rehearsal techniques to deepen understanding of character and performance. Literacy will be developed through written peer and self-evaluation, responding to published stimuli and scripting performance work. Students will work effectively within a group, organising their rehearsal time and duties.	Students will be assessed on performance and written work throughout the study and marked according to GCSE Drama Eduqas criterion.	<ul style="list-style-type: none"> <li>• Review and Practice.</li> <li>• Consolidation of class learning.</li> <li>• Recording and evaluation of practical work undertaken.</li> <li>• Evaluation of live performance work as a member of the audience.</li> <li>• Research that underpins and also expands class learning.</li> </ul>	Students will develop the Ursuline Values Listening and Attentive – exploring and showcasing the Dramatic Devices. <ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Physical</li> <li>○ Cultural</li> <li>○ English</li> <li>○ Actor</li> <li>○ Director</li> <li>○ Designer</li> <li>○ Playwright</li> <li>○ Ensemble Performer</li> <li>○ Practitioner</li> </ul>	English – Creating contextual material for characterisation and peer and self-evaluation.  History – Study of historical practitioners.

	<p>Action, Plot, content Climax and anti-climax Contrasts Symbols</p>			<ul style="list-style-type: none"> <li>• The support of practical work through preparation and group rehearsal.</li> <li>• Assessment for written assignments.</li> <li>• Writing sections of script.</li> <li>• Writing and performing a ten-line play.</li> <li>• Writing and performing narration.</li> <li>• Sourcing and designing lighting and sound plots for performance pieces.</li> </ul>		
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**Autumn Term 2**

<b>Practitioners and Genres</b>	<p>Students will study the work and theatrical ideologies of the following theatre practitioners and genres. <b>practitioners:</b></p>			<ul style="list-style-type: none"> <li>• Researching practitioners and genres.</li> </ul>	<p>Students will develop the Ursuline Values Grateful and Generous – exploring and showcasing the historic and current</p>	<p>History – exploring the work of theatrical practitioners.</p>
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**Autumn**

	<p>Constantin Stanislavski Bertolt Brecht Antonin Artaud Steven Berkoff Emma Rice Katie Mitchell</p> <p><b>Genres:</b> Physical Theatre Musical Theatre Theatre in Education</p> <p>Students will study Practitioners and genres through workshop style lessons that involve theory and practical work.</p>				<p>work of active theatrical practitioners.</p> <ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Solidarity</li> <li>○ Dignity of God's people</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Physical</li> <li>○ Cultural</li> <li>○ English</li> <li>○ Actor</li> <li>○ Director</li> <li>○ Designer</li> <li>○ Playwright</li> <li>○ Ensemble Performer</li> <li>○ Practitioner</li> </ul>	
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**Spring Term 1**

<p><b>Mock Component 1: Devising Theatre</b></p>	<p>Students will be assessed on either acting or design. Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set</p>	<p>Students will work in groups to respond to the stimuli. They will conduct secondary research and formulate ideas for a devised piece of theatre. Students will perform their pieces for assessment and also produce portfolio</p>	<p>Mock Component 1: Practical Assessment – 15 marks.</p> <p>Portfolio Coursework – 30 marks.</p> <p>Evaluation-15 marks.</p>	<ul style="list-style-type: none"> <li>• Research of stimuli for plot lines.</li> <li>• Research and application of practitioner or genre techniques.</li> <li>• Sourcing, designing</li> </ul>	<p>Students will develop the Ursuline Values- Discerning and Joyful in the thoughtful decision-making regarding their choices for optimum theatrical effect, and the appreciation of the work on aspects</p>	<p>. History – exploring the work of historic theatre practitioners. ENGLISH – Writing and performing plot lines and narration.</p>
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	<p>by EDUQAS. Students must produce:</p> <ul style="list-style-type: none"> <li>• A realisation of their piece of devised theatre</li> <li>• A portfolio of supporting evidence</li> <li>• An evaluation of the final performance or design.</li> </ul>	<p>coursework detailing the process of making the play including rehearsal techniques and the influence of their chosen practitioner or genre. Students will also complete and evaluation of their performance work.</p>	<p>Total marks – 60, 40% of the GCSE mock grade.</p>	<p>and/or making of props</p> <ul style="list-style-type: none"> <li>• Sourcing, designing and/or making of costumes.</li> <li>• Designing cue sheets for sound and lighting.</li> <li>• Creating set.</li> <li>• Writing plot outlines.</li> <li>• Character monologues.</li> <li>• Writing narration.</li> <li>• Rehearsals</li> </ul>	<p>of design that combine to create successful performance.</p> <ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Solidarity</li> <li>○ Care for Creation.</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Physical</li> <li>○ Cultural</li> <li>○ History</li> <li>○ English</li> <li>○ Art and Design</li> <li>○ Actor</li> <li>○ Designer</li> </ul>	<p>Art and Design– Study and creation of theatrical design concepts.</p>
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**Spring Term 2**

<p><b>Component 3: Interpreting Theatre</b></p>	<p>Students will study the set text Noughts and Crosses by Malorie Blackman, a play text interpreted by Sabrina Mahfouz.</p> <p>Students will be assessed on their knowledge of the text answering questions in the Component 3 written examination from the perspective of actors, designers and directors.</p>	<p>Students will conduct theoretical and also practical study and exploration of the set text. They will apply their knowledge in the completion of a mock examination Component 3 written paper answering questions from the perspective of an actor, director and designer.</p>	<p>Mock Component 3: Written Examination. Section A and Section B. 40% of Mock grade.</p>	<ul style="list-style-type: none"> <li>• Past papers.</li> <li>• Examination questions.</li> <li>• Component 3 study</li> </ul>	<p>Students will develop the Ursuline Values- courageous and resilient in the study of the written examination that culminates 40% of the Drama GCSE.</p> <ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Solidarity</li> </ul>	<p>English – approach to the written examination. Design – perspective of the designer for exam purposes.</p>
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	Students will view live theatre to prepare them for answering Section B of the Written paper – Live Theatre Review	Students will learn how to compose a Live Theatre Review for Section B of the written examination.			<ul style="list-style-type: none"> <li>○ Care for Creation.</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Physical</li> <li>○ Cultural</li> <li>○ History</li> <li>○ English</li> <li>○ Art and Design</li> <li>○ Actor</li> <li>○ Designer</li> </ul>	
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<b>Summer Term 1</b>						
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<p><b>Component 3 Mock Examination Paper</b></p> <p><b>Component 2 Practical Mock Examination</b></p>	Students will conduct the Component 3 Mock written examination, including the Live Theatre Review. Students will rehearse and perform their Mock Component 2 Practical pieces.	Students will practice answering a written examination paper for GCSE Drama. Students will work in groups to rehearse and realise a scripted performance.	<p>Mock Component 3: Written Examination. Section A and Section B. 40% of Mock grade</p> <p>Mock Component 2 scripted performance – 20% of Mock GCSE Drama grade.</p>	<ul style="list-style-type: none"> <li>● Exam practice</li> <li>● C2 rehearsal</li> <li>● C2 Artistic Intentions</li> </ul>	<ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Solidarity</li> <li>○ Care for Creation.</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Physical</li> <li>○ Cultural</li> <li>○ History</li> <li>○ English</li> <li>○ Art and Design</li> <li>○ Actor</li> <li>○ Designer</li> <li>○ Director</li> </ul>	English – approach to the written examination. Design – perspective of the designer for exam purposes.
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<b>Summer Term 2</b>						
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<b>Component 1: Devising Theatre</b>	Students will begin their real Component 1 coursework element of the Drama GCSE.	Students will work in devising groups to research, form, create and produce high quality performances	<p>Component 1: Practical Assessment – 15 marks.</p> <p>Portfolio Coursework – 30 marks.</p>	<ul style="list-style-type: none"> <li>● C1 rehearsal</li> <li>● Portfolio coursework</li> <li>● Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Solidarity</li> <li>○ Care for Creation.</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Physical</li> </ul>	English – approach to written coursework and Evaluation in controlled conditions.
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			Evaluation-15 marks.		<ul style="list-style-type: none"><li>○ Cultural</li><li>○ History</li><li>○ English</li><li>○ Art and Design</li><li>○ Actor</li><li>○ Designer</li><li>○ Director</li><li>○ Ensemble performer</li></ul>	
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