



## Year 10 Drama Curriculum Overview

**Rationale:** GCSE Drama students have 5 lessons over the two week timetable. The GCSE Drama curriculum is designed to give students the opportunity to build on the Drama strategies for devising and creating performances and performer and design skills for performing Drama that they have learnt in KS3. As part of the course we complete activities that help them to build their confidence and resilience, inspire creativity and develop their collaboration skills within the group to create an effective group ensemble.

They complete three components:

### Component 1 - Devising (40%)

- Students will work in a group to create and develop ideas to devise a piece of Drama (10%)
- Students will record the creative process that they go through to produce their piece of Drama. They will answer questions to analyse and evaluate their decisions as they go through the process and their final performance. (30%)
- They will produce a portfolio which can be made up of:
  - annotated photographs, drawings and sketches
  - annotations and notes
  - audio and or video evidence
  - written responses.

### Component 2 - Text for Performance (20%)

- Students will interpret and explore a performance text, and perform two key extracts from it.
- Students can perform a monologue, or as part of a duologue or group.
- The group can also include up to one designer from each design role. The design roles are set, lighting, sound and costume.

### Component 3 Theatre Makers in Practice Written Exam (40%)

**Section A:** Students will practically explore a set text in order to be able to answer short and extended response questions. These questions will focus on decisions made as a performer, a director and a designer. An extract from the chosen set text will be provided in the exam paper

**Section B:** Two questions requiring students to evaluate a live theatre performance

- Students will be able to take notes in for Section B.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	<b>Component 1 Devising (Explore)</b> This component focuses on collaboration skills and how to work well in a group. Students are introduced to approaches to Devising through the exploration of different practitioners such as Brecht, Frantic Assembly and Berkoff, as well as continuing to explore a range of	The assessment framework is based on the following: A01 Create and develop ideas to communicate meaning for theatrical performance.	<b>Homework Tasks – Resources on Go4Schools/Teams</b> <ul style="list-style-type: none"> <li>• Research a Story/Stimuli</li> <li>• Complete Portfolio Q1</li> <li>• Literacy Keywords Performer/Designer</li> <li>• Research on Practitioners</li> <li>• Complete Portfolio Q2</li> </ul>

	Drama strategies. Students will research a stimulus and identify their intentions for their group piece. They will start to explore different practitioners and create a performance as a performer or a designer.	A04 Analyse and evaluate their own work and the work of others	<p><b>Optional – Y10 Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Become a Drama Leader and attend the Drama Leader Training (Once a week after school)</li> <li>• Attend a break time Rehearsal club with your group</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> <li>• Join a Drama club outside of school</li> </ul>
Autumn 2	<p><b>Component 1 Devising (Create)</b></p> <p>This component focuses on collaboration skills and how to work well in a group. Students are introduced to approaches to Devising through the exploration of different practitioners such as Brecht, Frantic Assembly and Berkoff, as well as continuing to explore a range of Drama strategies. Students will research a stimulus and identify their intentions for their group piece. They will start to explore different practitioners and create a performance as a performer or a designer. Students will create a script for their performance.</p>	<p>The assessment framework is based on the following:</p> <p>A01 Create and develop ideas to communicate meaning for theatrical performance.</p> <p>A04 Analyse and evaluate their own work and the work of others</p>	<p><b>Homework Tasks – Resources to support on Go4Schools/Teams</b></p> <ul style="list-style-type: none"> <li>• Attend a weekly rehearsal with your group</li> <li>• Type up Script</li> <li>• Complete Portfolio Q4</li> </ul> <p><b>Optional – Y10 Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Become a Drama Leader and support the running of VIBE Drama Club once a week</li> <li>• Attend a break time Rehearsal club with your group</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> </ul> <p>Join a Drama club outside of school</p>

Spring 1	<p><b>Component 1 Devising Performance &amp; Respond</b> Students refine their performances and have the opportunity to run through a technical and perform their performance to an invited audience. This is recorded for their NEA.</p> <p><b>Portfolio</b> – Students answer 6 questions to analyse and evaluate their Devising process and final piece.</p> <ol style="list-style-type: none"> <li>1. What was your initial response to the stimuli and what were the intentions of the piece?</li> <li>2. What work did your group do in order to explore the stimuli and start to create ideas for performance?</li> <li>3. What were some of the significant moments during the development process and when rehearsing and refining your work?</li> <li>4. How did you consider Style and Genre, Structure and Form and Character and Language throughout the process?</li> <li>5. How effective was your contribution to the final performance?</li> <li>6. Were you successful in what you set out to achieve?</li> </ol> <p>Word Count: 1500-2000</p>	<p>A02 Apply theatrical skills to realise artistic intentions in live performance (Performance) <b>Performers</b> - Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance. <b>Designers</b> - Students are assessed on how they apply DESIGN skills in a live performance and with a Design Portfolio.</p> <p><b>Portfolio</b> A01 Create and develop ideas to communicate meaning for theatrical performance. A04 Analyse and evaluate their own work and the work of others</p>	<p><b>Homework Tasks – Resources to support on Go4Schools/Teams</b></p> <ul style="list-style-type: none"> <li>• Attend an after school run through for feedback to support your final piece</li> <li>• Complete your Devising Portfolio (Students will have a lesson on each question and have time to complete at home)</li> </ul> <p><b>Optional</b> – Y10 Enrichment opportunities</p> <ul style="list-style-type: none"> <li>• Become a Drama Leader and support the running of VIBE Drama Club once a week</li> <li>• Attend a break time Rehearsal club with your group</li> <li>• Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> <li>• Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> </ul> <p>Join a Drama club outside of school</p>
Spring 2	<p><b>Component 3 Theatre Makers Section B Live Theatre Evaluation</b> This unit of work focuses on Section B of the written exam and will prepare you for the Y10 Progress exam. Students will have the opportunity to attend the theatre to watch a live performance. This trip will prepare students for their GCSE Drama written exam - Component 3 Theatre Makers in Practice examination which is worth 40% of their final grade. Students will</p>	<p>The assessment framework is based on the following: A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed. A04 Analyse and evaluate their own work and the work of others</p>	<p><b>Homework Tasks – Resources to support on Go4Schools/Teams</b></p> <ul style="list-style-type: none"> <li>• Plot Summary/Mind map linked to themes</li> <li>• Complete Live Theatre Notes</li> </ul> <p><b>Optional</b> – Y10 Enrichment opportunities</p> <ul style="list-style-type: none"> <li>• Become a Drama Leader and support the running of VIBE Drama Club once a week</li> </ul>

	<p>explore the plot and themes before the theatre visit. After watching the performance students will create a set of live theatre notes to help them with revision and in preparation for the exam. They will also have the opportunity to practice some exam style questions.</p>		<ul style="list-style-type: none"> <li>Attend a break time Rehearsal club with your group</li> <li>Access National Theatre on Demand and watch live plays. <a href="https://www.dramaonlinelibrary.com">https://www.dramaonlinelibrary.com</a></li> </ul> <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> <li>Listen to Drama on Podcasts <a href="https://www.bbc.co.uk/sounds/category/drama">https://www.bbc.co.uk/sounds/category/drama</a></li> </ul> <p>Join a Drama club outside of school</p>
Summer 1/2	<p><b>Component 3 Theatre Makers Section A An Inspector Calls</b></p> <p>This unit of work focuses on preparing students for Section A of the written exam. In the exam students will be given an extract from the play and they will need to answer questions from the perspective of:</p> <p>Performer (4 Mark and 6 Mark Question)  Director (9 Mark Design Focus, 12 Mark Performer Focus)  Designer (14 Mark)</p> <p>Students will have an opportunity to read the play. The lessons will explore the plot, characters and themes and focus on the Drama terminology needed in the written responses for both Performers and Designers. Students will also explore the context of when the play is set (1912) and the context of when the play was first performed (1945). Students will have the opportunity to practice some exam style questions. Students will have the opportunity to practice some exam style questions.</p>	<p>The assessment framework is based on the following:</p> <p>A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p>	<p><b>Homework Tasks – Resources to support on Go4Schools/Teams</b></p> <ul style="list-style-type: none"> <li>Three Act Summary <a href="#">Inspector Calls - JB Priestley's classic - BBC Radio Drama - YouTube</a></li> <li>Themes Mood board <a href="https://www.bbc.co.uk/bitesize/guides/z8k239g/revision/1">https://www.bbc.co.uk/bitesize/guides/z8k239g/revision/1</a></li> <li>Performer Language Revision Resource</li> <li>DIRT Task based on Feedback on 4 Mark and 6 Mark Performer and 12 Mark Director Questions</li> <li>Context Mind Map <a href="https://www.bbc.co.uk/programmes/p00w6x0h">https://www.bbc.co.uk/programmes/p00w6x0h</a> Part 1 2 minutes  <a href="https://www.youtube.com/watch?v=J7OHthxcR1c">https://www.youtube.com/watch?v=J7OHthxcR1c</a> Part 2 9 minutes  <a href="https://www.bbc.co.uk/programmes/p00w740l">https://www.bbc.co.uk/programmes/p00w740l</a> Part 3 4 minutes</li> <li>Designer Language Revision Resource (Costume, Set, Lighting, Sound)</li> <li>DIRT Task based on Feedback 9 Mark Director and 14 Mark Designer Questions</li> </ul> <p><b>Revision</b></p>

			<ul style="list-style-type: none"> <li>• An Inspector Calls by J B Priestley Heinemann ISBN 978-0-435232-82-5</li> <li>• Revise Edexcel GCSE (9-1) Drama Revision Guide ISBN 9781292131986</li> <li>• Drama Revision Workbook ISBN 9781292131979</li> </ul> <p><b>Optional – Y10 Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Become a Drama Leader and support the running of VIBE Drama Club once a week</li> </ul>
Summer 2	<p><b>Component 2 Performance</b></p> <p>This unit of work focuses on the practical performance exam which will be assessed in Year 11 by a visiting examiner from the exam board. Students are required to perform/realise a design for <b>TWO</b> key extracts from your chosen performance text following the group timings requirements.</p> <p>A key extract is defined as a scene or a moment that is significant to the text as a whole and at least 10 minutes in length when performed. Each extract will be assessed independently and it should be clear where each extract begins and ends. Students are not required to perform the same character or role in both key extracts.</p> <p>Performers can choose  <b>MONOLOGUE</b> (2-3 minutes per extract)  <b>DUOLOGUE</b> (3-5 minutes per extract)  <b>GROUP 3-4</b> (10-15 minutes per extract)</p> <p>Designers will be allocated a suitable group depending on their Design Choice (Costume, Set, Lighting or Sound)</p>	<p>The assessment framework is based on the following:  A02 Apply theatrical skills to realise artistic intentions in live performance (Performance)  <b>Performers</b> - Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance.  <b>Designers</b> - Students are assessed on how they apply DESIGN skills in a live performance and with a Design Portfolio.</p> <p><b>PERFORMER Written Intentions</b></p> <ol style="list-style-type: none"> <li>1. What role are you playing?</li> <li>2. What is happening to your character(s) in the key extract?</li> <li>3. What are your character's objectives/motivations/feelings?</li> <li>4. How are you interpreting this character(s) in performance? (i.e. vocal, physical, communication of intent)</li> </ol> <p><b>DESIGNER Written Intentions</b></p> <ol style="list-style-type: none"> <li>1. What design role are you fulfilling?</li> </ol>	<p><b>Homework Tasks – Resources to support on Go4Schools/Teams</b></p> <ul style="list-style-type: none"> <li>• <b>Written Intentions</b></li> <li>• <b>HL Performers – Learn your lines for your performance</b></li> </ul> <ol style="list-style-type: none"> <li>1. Write your lines out 5x for each line. Cover them up and see if you can re-write it without looking. REPEAT. REPEAT. REPEAT.</li> <li>2. Divide the script into sections. For each section read your lines out loud exactly how you are going to deliver them. Do this x3 times and then cover them up and see if you can say the lines without looking. REPEAT. REPEAT. REPEAT.</li> <li>3. Listening to a script - Some performers prefer to record their own voices speaking the lines and then listen back to it. Others will record other characters' lines and leave spaces or pauses where their own lines would be, so they can practice remembering their own part. REPEAT. REPEAT. REPEAT. Now try and do it without.</li> <li>4. Actioning - This requires a performer to add movement to the speech that helps them remember the order of events, and therefore their lines. This often happens naturally as a performer goes through rehearsals and movement, or is added to the piece during blocking.</li> </ol>

	<p>The final performance will allow students to explore an extract of the script and consider how they could interpret the playwright's intentions.</p>	<ol style="list-style-type: none"><li>2. What is the central design concept in the key extract?</li><li>3. How have you interpreted this key extract through your design?</li><li>4. What are you hoping to communicate to the audience?</li></ol>	<ul style="list-style-type: none"><li>• <b>HL Designers – Complete your Designer Portfolio for your performance</b></li></ul>
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