

# GCSE Drama

## Curriculum Intent

We believe that students deserve a broad, balanced and ambitious Drama curriculum, rich in skills and knowledge, which immerses students in a range of styles. Drama is an important component in educating a well-rounded individual, giving essential opportunities for growth and challenge beyond the mere subject content. The Drama Department has a firm philosophy founded on preparing the minds of young people to cope with the outside world as well as educating students about theatre and its history and developing their SMSC.

Every pupil is entitled to work creatively and explore areas that interest them, both 'in' and 'through' the medium of Drama are vital to SMSC and subject that is accessible to all. The drama curriculum is spiral in nature; essential drama and social skills are built into the curriculum. Pupils have the right to express themselves, be creative and be given the opportunity for play whilst working to achievable and tailored goals - Drama gives these opportunities in a safe, encouraging environment. The future of the children we are educating now is uncertain and challenging. The greatest skills we can give them is the ability to achieve whilst harnessing their own creativity, whilst communicating this with others in order to become independent learners and thinkers. Drama helps pupils to improve peer relationships, confidence and resilience. All of this is in addition to giving them the tools they need to continue to enjoy, through participation or appreciation, their rich Dramatic heritage throughout the rest of their lives as part of their life-long learning.

The curriculum will encourage students to become confident and independent thinkers, who will be able to take on challenging opportunities to create original work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy.

Students at Brine Leas will explore their creativity through a variety of styles, themes and topics. Students will become confident and independent thinkers and strong communicators. They will participate in an engaging and motivational practical curriculum that supports their personal development alongside the development of new acting skills, as well nurturing existing talent.

This means:

- They will study a range of practitioners, plays and styles of theatre, in order to develop their practical and theoretical understanding of Drama.
- Through verbal and written evaluations, they will confidently articulate and analyse inspirational live productions and their own performances. Within this, they will identify drama techniques and skills and form a critical opinion.
- They will regularly make, perform and respond to Drama, in order to develop their own practice, through the delivery of a broad and exciting curriculum which develops breadth and depth of drama knowledge
- They will develop core transferable skills, such as communication, co-operation and confidence that will be motivational and assist them with future preparation for any chosen career path

The department will give students the opportunity to share work in the local community, for example with the Crewe Lyceum Theatre where high-quality school productions are performed. Performance work is also shared with the community through performance events such as the 'School Spectacular' Festival at Brine Leas School. This is where students can facilitate community involvement and showcase their hard work and performance pieces which they have produced in extra-curricular clubs such as dance and drama.

Finally, students are expected to approach the course with a high level of maturity and are encouraged to embrace the holistic study of the theatre. Students are assessed on the ideas that they contribute to discussion, the process of creating drama and performance.

### **Trips and visits**

Students must see at least one Live Performance as part of the course (this cannot be a recording)

### **Assessment**

Class work will be assessed in class through formative assessment by teachers. Assessment for Learning will be embedded in practice. Grades/levels will be used when necessary (e.g. mock exams or past papers) and when relevant, work will provide 'next steps' and targets for students to address. Assessment sheet proformas will be used to record 'one to one' meetings with student, set targets and indicate progress. A mix of verbal and written feedback will be given according to the component taught.

Please see website for the formal internal assessment record.

### **Homework**

Homework will support the learning in class; consolidation, lesson preparation and extended research. Homework books will be used for practice exam questions, research notes and extended written tasks. Homework may be given in the form of line learning or group rehearsals.

### **Clubs and/or intervention**

Extra-curricular opportunities include Musical theatre Club, Dance Clubs, IH events and annual school productions. Students are encouraged to see as much Live Theatre as possible to support their learning. Catch-up sessions and rehearsals are offered when needed.

### **Parental/Carer support**

### **Helpful sources of information**

### **Connections to future pathways**

Careers: Creative Industries, Performer, Director, Designer, Writer, Historian, Educator, Dramaturgy, Psychology, Criminology, Law, Social Worker, Youth Worker, Criminology, Historian, Educator, Transferable skills

Future learning: A Level Drama and Theatre, BTEC Nationals in Performing Arts, Acting Schools (eg. LIPA), Performance based courses, Prepares for A Levels, apprentices or employment

## Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>Big Idea:</b> What is drama and theatre? Where does it come from?</p> <p>Rationale: To explore the history of drama and theatre to put the learning and course into context. To develop knowledge and understanding of key practitioners, genres and styles of theatre that underpin the course. To develop group work skills. To introduce ways of being more self-directive and more inventive (from KS3) creating work in more detail. This introductory unit will cover skills needed across all 3 components:</p> <ul style="list-style-type: none"> <li>➤ the ability to recognise and understand the roles and responsibilities of performer, designer and director</li> <li>➤ the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts               <ul style="list-style-type: none"> <li>➤ the ability to analyse and evaluate their own work and the work of others</li> </ul> </li> <li>➤ the ability to understand how performance texts can be interpreted and performed</li> </ul>		
	<ul style="list-style-type: none"> <li>➤ Theatre history time-line</li> <li>➤ Greek Theatre conventions</li> <li>➤ Morality plays</li> <li>➤ Elizabethan Theatre &amp; Shakespeare Restoration Comedy, Naturalism &amp; Stanislavski, 19<sup>th</sup> Century Theatre, Frantic Assembly</li> <li>➤ Devising skills – using a stimulus &amp; key explorative strategies</li> <li>➤ Written exam skills – key questions</li> <li>➤ Design Skills – Lighting, Sound, Set</li> </ul> <p><b><u>Capital Culture</u></b></p> <ul style="list-style-type: none"> <li>➤ History of theatre with links to local theatre</li> <li>➤ Theatre practitioners, historical and modern</li> <li>➤ Social and political issues, using current newspaper articles as stimuli</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group, solo, pair demonstrations</li> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)</li> <li>➤ Retrieval practice through questioning</li> <li>➤ Practice exam questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connects to all components</li> <li>➤ Addresses written and practical skills &amp; knowledge</li> <li>➤ Developing ways of working in groups</li> <li>➤ Thinking in the role of performer, director and designer</li> <li>➤ Introduces performance texts</li> </ul>

<p><b>Autumn 2</b></p>	<p style="text-align: center;"><b>Big Idea: From Page to Stage &amp; Writing About Drama and Theatre</b></p> <p>Rationale: Students do not take drama to write about it! However, this specification has a written exam which we cannot ignore! In preparation for the Year 10 exams, Y11 Mocks and the final exam, students will develop skills in how to answer exam questions and approach the written elements of the course.</p> <p>Students will also view a Live Theatre production (depending on what is on nearby that is accessible and works with school calendar) in this term.</p>		
	<ul style="list-style-type: none"> <li>➤ DNA – Plot, structure, style, character, theme</li> <li>➤ Acting skills – style, purpose, voice and physicality</li> <li>➤ Use of set and props</li> <li>➤ Use of lighting and sound</li> <li>➤ Use of costume</li> <li>➤ Use of stage space</li> <li>➤ Audience impact</li> <li>➤ Live Theatre Evaluation</li> <li>➤ To understand how meaning is created in the theatre in order to communicate ideas to an audience</li> <li>➤ How theatre is created – contextual knowledge of text (this will depend on performance seen)</li> <li>➤ Production values (set, costume, sound, lighting, directing, performance)</li> </ul> <p><b><u>Capital Culture</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction to British scriptwriter Dennis Kelly</li> <li>➤ Exploration of society during 2008 in comparison to present day</li> <li>➤ Live Theatre – introduces students to the world of theatre and provides students with the opportunity to visit a local theatre</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group, solo, pair demonstrations</li> <li>➤ Practical group assessment (formative verbal feedback)</li> <li>➤ Peer and self assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)</li> <li>➤ Retrieval practice through questioning</li> <li>➤ Practice exam questions</li> <li>➤ The final exam will fall in Y11 during the external exam period. This is an external exam.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to component 3: Theatre Makers in Practice &amp; AO3 To demonstrate knowledge and understanding of how drama and theatre is developed and performed</li> <li>➤ Links to the following skills:</li> <li>➤ The ability to analyse and evaluate the work of theatre makers</li> <li>➤ Form critical judgements about live theatre based on their understanding of drama and theatre</li> <li>➤ Analyse and evaluate the ways in which different performance and production elements are brought together to create theatre</li> <li>➤ Analyse and evaluate the work of others</li> <li>➤ Links to Comp 2 as it prepares students for the performance unit through contextual knowledge</li> <li>➤ Numeracy; theatre job roles, salaries and earnings. Costs of putting on a theatre production. Understanding stage dimensions</li> <li>➤ Literacy; Developing theatrical vocabulary and reading ability</li> </ul>

<p><b>Spring 1</b></p>	<p align="center"><b>Big Idea: Mock Component 2: Performance from a Text</b></p> <p>Rationale: To provide an opportunity to interpret a text, rehearse and refine a key extract, leading to a final performance. To demonstrate a wide range of acting/design skills to communicate their interpretation to in performance.</p> <p>For the purposes of this assessment, an extract from the set text DNA will be used to reinforce the learning in Autumn 2. However, in Y11, a contrasting must be used**</p> <p>Students will also continue to develop their written analysis and evaluation skills for component 3.</p>		
	<p>To gain knowledge and understanding of how meaning is communicated through:</p> <ul style="list-style-type: none"> <li>➤ Themes, issues, performance conventions</li> <li>➤ Genre, structure, form, style, language and stage directions</li> <li>➤ Character relationships</li> <li>➤ Character development</li> </ul> <ul style="list-style-type: none"> <li>➤ What the exam paper looks like</li> <li>➤ Command words</li> <li>➤ How to write under timed conditions</li> <li>➤ How to make creative choices</li> <li>➤ The difference between analysis and evaluation</li> <li>➤ Performance skills</li> <li>➤ Design Roles</li> <li>➤ Directing skills</li> <li>➤ Critical analysis</li> </ul> <p><b><u>Capital Culture</u></b></p> <ul style="list-style-type: none"> <li>➤ Exploring a range of theatre playwrights</li> <li>➤ Bola Agbaje's - 'Gone Too Far!'</li> <li>➤ Tanika Gupta's India-based adaptation of 'A Doll's House'</li> </ul>	<p>Students will be formally assessed using the exam criteria for component 2. They will be marked on the following:</p> <ul style="list-style-type: none"> <li>➤ The use of voice, physical and non-verbal techniques (such as facial expression and gesture)</li> <li>➤ The use of space and spatial relationships the presentation of characters/roles</li> <li>➤ The relationships between performer and audience</li> <li>➤ Production elements, such as set (including props), costume, lighting and sound.</li> </ul> <ul style="list-style-type: none"> <li>➤ Assessment will be through whole class marking, TAP marking, peer and self assessment using exam criteria and mark scheme</li> <li>➤ Structure strips will be used to scaffold the learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to Component 2: Performance from a Text</li> <li>➤ AO2: Apply theatrical skills to realise artistic intentions in live performance.</li> <li>➤ AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</li> <li>➤ Links to the following skills:</li> <li>➤ Characterisation</li> <li>➤ Voice: use of clarity, pace, inflection, pitch and projection</li> <li>➤ Physicality: use of space, gesture, facial expression, stillness and stance</li> <li>➤ Communicating creative intent to audience</li> <li>➤ Communication with other performers and/or with the audience</li> <li>➤ Links to Comp 3 (as above) as will reinforce the knowledge needed to complete exam questions on this text.</li> <li>➤ Numeracy; theatre job roles, salaries and earnings. Costs of putting on a theatre production. Understanding stage dimensions.</li> <li>➤ Literacy; Developing theatrical vocabulary and reading ability</li> <li>➤ Links to component 3: Theatre Makers in Practice &amp; AO3</li> </ul>

			To demonstrate knowledge and understanding of how drama and theatre is developed and performed
Spring 2 & Summer	<p style="text-align: center;"><b>Component 1; Devising (Theatre for the 21<sup>st</sup> Century)</b></p> <p style="text-align: center;">Rationale: Devising is essential for the development of new theatre and performance; it allows for personal development and exploration. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience. It allows both performer and designer the opportunity to stretch the limits of their creativity and imagination, while exploring a theme or topic of interest to them and their intended audience.</p>		
	<ul style="list-style-type: none"> <li>➤ Students are required to know and understand the following:</li> <li>➤ Characteristics of dramatic work including genre, structure, character, form, style, and language</li> <li>➤ How meaning is communicated and interpreted through:</li> <li>➤ Performance conventions</li> <li>➤ Use of space and spatial relationships on stage</li> <li>➤ Relationships between performer and audience</li> </ul> <p><b><u>Capital Culture</u></b></p> <ul style="list-style-type: none"> <li>➤ Using current social and political issues to devise drama</li> <li>➤ Making links to modern local society</li> <li>➤ Using historical theatre practitioners to inspire devised performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ This is NEA which has two parts: a final performance and written portfolio. The performance will be recorded. Both performance and portfolio are assessed internally and externally moderated.</li> <li>➤ Throughout the process teachers can offer guidance on the work. Students will reflect on and evaluate the effectiveness of the devising process.</li> <li>➤ Students must analyse and evaluate:</li> <li>➤ ideas explored and research undertaken</li> <li>➤ decisions made and the rationale behind them</li> <li>➤ their collaborative involvement</li> <li>➤ content, genre, structure, character, form, style, and language</li> <li>➤ the final performance and the effectiveness of their contribution to it</li> <li>➤ the realisation of their intentions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to Component 1: Devising</li> <li>➤ AO1: Create and develop ideas to communicate meaning for theatrical performance.</li> <li>➤ AO2: Apply theatrical skills to realise artistic intentions in live performance.</li> <li>➤ AO4: Analyse and evaluate their own work and the work of others</li> <li>➤ Numeracy; theatre job roles, salaries and earnings. Costs of putting on a theatre production. Understanding stage dimensions.</li> <li>➤ Literacy; Developing theatrical vocabulary and reading ability.</li> </ul>

## Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
<p><b>Autumn</b></p>	<p><b>Big Idea: Preparing for Component 2 Exam (practical)</b></p> <p>Rationale: Performance texts have been at the core of drama since the inception of theatre. The need to hand down stories has been fundamental to human development and for thousands of years, people have written, performed, watched and enjoyed innumerable plays. Understanding a performance text is fundamental to the subject, as this provides students with opportunities to explore plot, structure, narrative and stories from around the world and from different time periods. It encourages them to develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.</p> <p><b>Preparing for Component 3 (written exam)</b></p> <p>Rationale: To return to set text DNA and Live Theatre evaluation in order to re-cap knowledge and apply it to exam questions.</p>		
	<ul style="list-style-type: none"> <li>➤ Teachers will choose appropriate text/s that contract in time period to the set text (pre 2000)</li> <li>➤ Possible texts: Blood Brothers, Road, Two, The Woman in Black, Kindertransport</li> <li>➤ Once texts have been chosen students will study two key extracts.</li> <li>➤ To gain knowledge and understanding of how meaning is communicated through:</li> <li>➤ Themes, issues, performance conventions</li> <li>➤ Genre, structure, form, style, language and stage directions</li> <li>➤ Character relationships</li> <li>➤ Character development.</li> </ul> <p><b><u>Capital Culture</u></b></p> <ul style="list-style-type: none"> <li>➤ Revisiting British playwright Dennis Kelly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will be formally assessed by a visiting examiner (Jan – March) using the exam criteria for component</li> <li>➤ They will be marked on the following:</li> <li>➤ The use of voice, physical and non-verbal techniques (such as facial expression and gesture)</li> <li>➤ The use of space and spatial relationships the presentation of characters/roles</li> <li>➤ The relationships between performer and audience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to Component 2: Performance from a Text</li> <li>➤ AO2: Apply theatrical skills to realise artistic intentions in live performance.</li> <li>➤ AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</li> <li>➤ Links to the following skills:</li> <li>➤ Characterisation, voice: use of clarity, pace, inflection, pitch and projection</li> <li>➤ Physicality: use of space, gesture, facial expression, stillness and stance</li> <li>➤ Communicating creative intent to audience</li> <li>➤ Communication with other performers and/or with the audience</li> <li>➤ Links to Comp 3 (as above) as will reinforce the knowledge needed to complete exam questions on this text.</li> <li>➤ Numeracy; theatre job roles, salaries and earnings. Costs of putting on a theatre</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Exploration of society during 2008 in comparison to present day</li> <li>➤ Live Theatre – introduces students to the world of theatre and provides students with the opportunity to visit a local theatre</li> </ul>		<p>production. Understanding stage dimensions.</p> <ul style="list-style-type: none"> <li>➤ Literacy; Developing theatrical vocabulary and reading ability.</li> </ul>
<p><b>Spring 2 &amp; Summer 1</b></p>	<p><b>Big Idea: Preparing for Component 3 (written exam)</b></p> <p>Rationale: To return to set text DNA and Live Theatre evaluation in order to re-cap knowledge and apply it to exam questions.</p>		
	<ul style="list-style-type: none"> <li>➤ DNA – Plot, structure, style, character, theme</li> <li>➤ Acting skills – style, purpose, voice and physicality</li> <li>➤ Use of set and props</li> <li>➤ Use of lighting and sound</li> <li>➤ Use of costume</li> <li>➤ Use of stage space</li> <li>➤ Audience impact</li> <li>➤ What the exam paper looks like</li> <li>➤ Command words</li> <li>➤ How to write under timed conditions</li> <li>➤ How to make creative choices</li> <li>➤ The difference between analysis and evaluation</li> <li>➤ Performance skills</li> <li>➤ Design Roles</li> <li>➤ Directing skills</li> <li>➤ Critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Retrieval practice through questioning &amp; KOs</li> <li>➤ Practice exam questions</li> <li>➤ Whole class marking, TAP marking, peer and self assessment using exam criteria and mark scheme</li> <li>➤ Structure strips will be used to scaffold answers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to component 3: Theatre Makers in Practice &amp; AO3</li> <li>➤ To demonstrate knowledge and understanding of how drama and theatre is developed and performed</li> <li>➤ Numeracy; theatre job roles, salaries and earnings. Costs of putting on a theatre production. Understanding stage dimensions.</li> <li>➤ Literacy; Developing theatrical vocabulary and reading ability.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Live Theatre Evaluation</li> <li>➤ To understand how meaning is created in the theatre in order to communicate ideas to an audience</li> <li>➤ How theatre is created – contextual knowledge of text (this will depend on performance seen)</li> <li>➤ Production values (set, costume, sound, lighting, directing, performance)</li> </ul> <p><b><u>Capital Culture</u></b></p> <ul style="list-style-type: none"> <li>➤ Exploration of British scriptwriter Dennis Kelly</li> <li>➤ Exploration of society during 2008 in comparison to present day</li> <li>➤ Live Theatre – introduces students to the world of theatre and provides students with the opportunity to visit a local theatre</li> </ul>	As above	As above
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