

Drama GCSE – Year 10 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Component 2 Devising from Stimuli	Component 2 Development of Devising Techniques – Written Element	Introduction to Script AQA Component 3 Examination		Component 1 Understanding Theatre - Written	Careers
Year 10	<p>Throughout this unit students are offered a range of stimuli which they use as inspiration for a devised theatre piece. They work in groups to create their own short play using different drama techniques, styles and skills. This unit encourages creativity and team work to successfully create an entertaining and innovative piece.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pitch, accent, intonation, inflections, blocking, spatial awareness, movement.</p> <p>Drama Terminology: Communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience,</p>	<p>Throughout this term students will reflectively write about the devised theatre piece which they created last term. They will learn to analyse and evaluate the successful/unsuccessfulness of their own work and explore in detail how they prepared, researched and used their theatrical skills to devise a piece from a stimulus.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pitch, accent, intonation, inflections, blocking, spatial awareness, movement.</p> <p>Drama Terminology: Choreography, Proxemics, process, development, communication, stage configurations, stage positions, entrances and exits, mood and tension, team work, proxemics, eye contact, levels, stage directions.</p>	<p>This unit allows students to reproduce existing repertoire, whilst developing and refining their theatrical skills. The students are given a script and character to play, they then prepare this performance in the relevant style using their interpretive skills to communicate their characters. The students are also required to do one piece of written work the 'statement of dramatic intention' to support their theatrical choices.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pitch, accent, intonation, inflections, blocking, spatial awareness, movement.</p> <p>Drama Terminology: Reproduction, interpretation, innovation, Communication, physicality, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions, vocal skills.</p>		<p>During this scheme students will learn the required knowledge making references to theatre as a whole in preparation for their written mock exam at the end of Year 10. The exam is made up of three sections:</p> <p>Section A: four multi-choice questions about stage configurations, roles in the theatre, stage positions and sometimes design elements.</p> <p>Section B: study of set play – Blood Brothers. This section is an in-depth exploration of Blood Brothers and is made up of four questions showing the students' knowledge and understanding of the play as a whole and depth into the characters and how they might communicate one if they were cast in the role. It also explores how theatre is made and designed.</p> <p>Section C: a live theatre review where students analyse and evaluate a live performance through an essay style question.</p> <p>Drama Terminology: choreography, Proxemics, process, development, communication, stage configurations, stage positions, entrances and exits, mood and tension, team work, proxemics, eye contact, levels, stage directions, interactions skills, space, blocking, stage positions.</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how students may pursue a future in the creative arts industries. In year 10 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>Students will have the opportunity to interview professional actors and work with them in Blood Brother Workshops acting out scenes from the play.</p> <p>Students will have opportunities to explore the theatre back stage and how the job roles interlink.</p>

<p>proxemics, eye contact, levels, stage directions.</p> <p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>		
Analysis and Evaluation				
<p>Explain how work was influenced by practitioner.</p> <p>Describe individual intentions.</p> <p>Explain how research influenced devised ideas.</p> <p>Describe individual intentions and that as a whole.</p>	<p>Evaluate how skills were developed and refined.</p> <p>Evaluate how the piece was refined giving precise detail.</p> <p>Explain how ideas were developed to communicate meaning.</p> <p>Analyse a particular successful scene and evaluate why it was successful.</p> <p>Analyse and evaluate individual contributions to the whole piece.</p> <p>Analyse impact on the audience.</p> <p>Analyse a particular unsuccessful scene and evaluate why it was unsuccessful.</p>	<p>Overall contribution to performance.</p> <p>Range of theatrical skills demonstrated in their performance.</p> <p>Effectiveness with which they deploy their performance or design skills.</p> <p>Appropriateness of their interpretation to the play as a whole, as evidenced through their performance.</p> <p>Sensitivity to the context of the play they display through their performance or design.</p> <p>Success in achieving their artistic intent.</p>	<p>Section A: Analyse stage configurations. Analyse roles and responsibilities. Analyse Stage positions.</p> <p>Section B: Q1. Demonstrate an excellent knowledge and understanding of how drama and theatre is developed and performed. Design is entirely appropriate to the brief in the question and demonstrates highly developed knowledge and understanding of design and of the play. Precise details are provided throughout the description.</p> <p>Q2. The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The description of how vocal and physical skills would be used is exact and supported by precise detail throughout.</p>	

				<p>The intended effects given are entirely appropriate to the role and to the context of the extract and are comprehensively explained.</p> <p>Q3. The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The explanation is exact, well-developed and entirely appropriate to the brief in the question. Precise details are provided throughout the explanation.</p> <p>Q4. The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The ideas given are exact, well-developed, and entirely appropriate for the extract and indicate an excellent knowledge of the play as a whole. The range of theatrical skills referenced is extensive and specifically calculated to interpret character/support the action. Precise details are provided throughout the response.</p> <p>Section C: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>Analyse and evaluate their own work and the work of others.</p> <p>The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed.</p> <p>The range of theatrical skills referenced is extensive and entirely appropriate to the focus of the question.</p>	
--	--	--	--	--	--

				<p>The description of how skills were used is exact, well-developed and supported throughout with precise details.</p> <p>The response demonstrates highly developed skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis).</p> <p>The response demonstrates highly developed skills in assessing the merit of approaches and formulating judgements (evaluation).</p> <p>The response is critical and insightful.</p> <p>The points made are fully explored and supported with thorough exemplification.</p>	
--	--	--	--	--	--

Drama GCSE Year 11 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Careers
Year 11	Component 2 Devising from Stimuli	Component 2 Development of Devising Techniques – Written Element	Introduction to Script AQA Component 3 Examination		Component 1 Understanding Theatre - Written		<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 11 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>Students will have the opportunity to interview professional actors and work with them in Blood Brother Workshops acting out scenes from the play.</p> <p>Students will have opportunities to explore the theatre back stage and how the job roles interlink</p>
	<p>Throughout this unit students are offered a range of stimuli which they use as an inspiration for a devised theatre piece. This unit is taught as a mock in Y10 and repeated as the official examination in Term 1 of Y11. Students work in groups to create their own short play using different drama techniques, styles and skills.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pitch, accent, intonation, inflections, blocking, spatial awareness, movement.</p> <p>Drama Terminology: Communication, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience,</p>	<p>Throughout this term students will reflectively write about the devised theatre piece in the form of a devising log book. This log book supports their acting intension and explains the process of devising. They will learn to analyse and evaluate the successful/unsuccessfulness of their own work and explore in detail how they prepared, researched and used their theatrical skills to devise a piece from a stimulus.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent, intonation, inflections, blocking, spatial awareness, movement</p> <p>Drama Terminology: Choreography, Proxemics, process, development, communication, stage configurations, stage positions, entrances and exits, mood and tension, team work, proxemics,</p>	<p>Students are given a script and play a character which reflects their strengths as an actor. This unit allows students to reproduce existing repertoire, whilst developing and refining their theatrical skills. They prepare a performance in the relevant style using their interpretive skills to communicate their characters. The students are also required to do one piece of written work the ‘statement of dramatic intention’ to support their theatrical choices.</p> <p>Acting Skills: Facial expressions, physicality, body language, gestures, pace, gait, volume, tone, pace, pitch, accent, intonation, inflections, blocking, spatial awareness, movement.</p> <p>Drama Terminology: Reproduction, interpretation, innovation, Communication, physicality, stage configurations, stage positions, entrances and exits, mood and tension, team work and patience, proxemics, eye contact, levels, stage directions, vocal skills.</p> <p>Drama Techniques: Still images (DELTA), thought tracking,</p>		<p>During this scheme students will learn the required knowledge making references to theatre as a whole in preparation for their written exam at the end of Year 11. The exam is made up of three sections:</p> <p>Section A: four multi-choice question about stage configurations, roles in the theatre, stage positions and sometimes design elements.</p> <p>Section B: study of set play – Blood Brothers. This section is an in-depth exploration of Blood Brothers and is made up of four questions showing the students knowledge and understanding of the play as a whole and depth into the characters and how they might communicate one if they were cast in the role. It also explores how theatre is made and designed. Section C: a live theatre review where students analyse and evaluate a live performance through an essay style question.</p> <p>Drama Terminology: choreography, Proxemics, process, development, communication, stage configurations, stage positions, entrances and exits, mood and tension, team work, proxemics, eye contact,</p>		

<p>proxemics, eye contact, levels, stage directions.</p> <p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>eye contact, levels, stage directions.</p> <p>Drama Techniques: Still images (DELTA), thought tracking, monologues/Duologues, sustained focus, role Play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>monologues/Duologues, sustained focus, role play, rehearsal, flash back/Flash Forward, improvisation, narration, stage directions, dialogue, stage configurations, stage positions, ensemble work, physical theatre, abstract style, naturalism.</p>	<p>levels, stage directions, interactions skills, space, blocking, stage positions.</p>	
Analysis and Evaluation				
<p>Explain how work was influenced by practitioner.</p> <p>Describe individual intentions.</p> <p>Explain how research influenced devised ideas.</p> <p>Describe individual intentions and that as a whole.</p>	<p>Evaluate how skills were developed and refined.</p> <p>Evaluate how the piece was refined giving precise detail.</p> <p>Explain how ideas were developed to communicate meaning.</p> <p>Analyse a particular successful scene and evaluate why it was successful.</p> <p>Analyse and evaluate individual contributions to the whole piece.</p> <p>Analyse impact on the audience.</p> <p>Analyse a particular unsuccessful scene and evaluate why it was unsuccessful.</p>	<p>Overall contribution to performance.</p> <p>Range of theatrical skills demonstrated in their performance.</p> <p>Effectiveness with which they deploy their performance or design skills.</p> <p>Appropriateness of their interpretation to the play as a whole, as evidenced through their performance.</p> <p>Sensitivity to the context of the play they display through their performance or design.</p> <p>Success in achieving their artistic intent.</p>	<p>Section A: Analyse stage configurations. Analyse roles and responsibilities. Analyse Stage positions.</p> <p>Section B: Q1. Demonstrate an excellent knowledge and understanding of how drama and theatre is developed and performed. Design is entirely appropriate to the brief in the question and demonstrates highly developed knowledge and understanding of design and of the play. Precise details are provided throughout the description.</p> <p>Q2. The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The description of how vocal and physical skills would be used is exact and supported by precise detail throughout.</p>	

The intended effects given are entirely appropriate to the role and to the context of the extract and are comprehensively explained.

Q3. The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The explanation is exact, well-developed and entirely appropriate to the brief in the question. Precise details are provided throughout the explanation.

Q4. The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The ideas given are exact, well-developed, and entirely appropriate for the extract and indicate an excellent knowledge of the play as a whole. The range of theatrical skills referenced is extensive and specifically calculated to interpret character/support the action. Precise details are provided throughout the response.

Section C:
Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

Analyse and evaluate their own work and the work of others.

The response demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed.

The range of theatrical skills referenced is extensive and entirely appropriate to the focus of the question.

The description of how skills were used is exact, well-developed and supported throughout with precise details.

The response demonstrates highly developed skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis).

The response demonstrates highly developed skills in assessing the merit of approaches and formulating judgements (evaluation).
The response is critical and insightful.

The points made are fully explored and supported with thorough exemplification.