

Drama Department - Key Stage Four: Year 10

Overall Curriculum Aims:					
<p>GCSE DRAMA (AQA) - Students have opportunities to be exposed to a wealth of scripts, devised stimuli and technical elements, in addition to looking at work by practitioners and directors to allow the students to decide on the aspects of theatre they enjoy the most. Students develop a robust theoretical and practical knowledge of Drama and a life-long appreciation of the art-form.</p> <p>Students also learn to analyse and evaluate peer and professional work to enable them to progress and develop their ideas further. Trips to the theatre are central to this course; students are inspired by live theatre whilst also learning how to be a critical member of the audience.</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Page to Stage</p> <p>Students begin the year by exploring the process of staging a script ('moving from page to stage'). In this scheme, we explore various styles and genres as well as studying a challenging and exciting range of play texts.</p>	<p>Practitioners</p> <p>Set Text/ Live Theatre</p> <p>Students study a range of different theatre practitioners and apply their methodologies to the same script. Students develop their understanding of communicating aims/ intentions in performance.</p> <p>Students begin to study the set text for Section B of the 'Component 1' written paper ('The Crucible' by Arthur Miller or 'Blood Brothers' by Willy</p>	<p>Set Text/ Live Theatre</p> <p>Students continue their study of the set text for Section B of the 'Component 1' written paper ('The Crucible' by Arthur Miller or 'Blood Brothers' by Willy Russell).</p> <p>Students also continue to analyse and evaluate the piece of theatre that they saw before Christmas.</p> <p>Students look at the writing styles of professional theatre critics to further enhance their own use of analytical and evaluative language.</p>	<p>Devising</p> <p>*Spaced learning – one lesson per fortnight focuses on Set Text/ Live Theatre</p> <p>Students are presented with a range of stimuli, relating to a thought-provoking theme/ topic. Students then go away and research and create an original piece of drama in groups in response to the stimuli.</p> <p>There will also be a written log (coursework) to accompany this which is up to 2,500 words, analysing and discussing in detail the development and progression of the devised piece.</p>	<p>Devising</p> <p>The practical devising component continues. The department uses a 'spaced learning approach' meaning that one lesson per fortnight focuses on the set text/ live theatre. In the other three lessons per fortnight, students will continue to develop and rehearse their devised piece in their groups.</p>	<p>Devising</p> <p>Component Three Scripted (Monologues/ Duologues/ Group Performances)</p> <p>Students will perform their devised performance pieces. The performance will be professionally filmed, ready to submit to the exam board the following academic year.</p> <p>For the remainder of the half term, students will rehearse for a 'mock component three scripted' assessment. Students will perform a</p>

	<p>Russell). The text is explored from both a performance and design perspective.</p> <p>Students also go to the theatre to see a live performance. This piece of theatre is approached through practical workshops. Lessons then focus on developing students' written evaluative and analytical skills.</p>				<p>monologue/ duologue/ a group scripted performance under exam conditions.</p>
<p>Key Vocabulary/Concepts/Ideas</p>		<p>Key Vocabulary/Concepts/Ideas</p>	<p>Key Vocabulary/Concepts/Ideas</p>		
<ul style="list-style-type: none"> • Staging • Blocking • Proxemics • Style • Genre • Context • Practitioner style/ influence 	<ul style="list-style-type: none"> • Being a critical member of the audience • Stage configuration/ stage space • Lighting design • Set design 	<ul style="list-style-type: none"> • Interpreting character • Director's concept • Units/ objectives/ super-objectives • Vocal and physical acting skills 	<ul style="list-style-type: none"> • Stimulus • Devising process • Forum Theatre • Rehearsal techniques • Characterisation • Improvisation • Practitioner style/ influence 	<ul style="list-style-type: none"> • Stimulus • Devising process • Forum Theatre • Rehearsal techniques • Characterisation • Improvisation • Practitioner style/ influence 	<ul style="list-style-type: none"> • Use of pause, pace, pitch, projection, gesture, gait, proxemics, idiosyncrasies • Playwright's intentions • Inner monologue/ sub-text • Staging/ blocking

	<ul style="list-style-type: none"> • Sound design • Costume design 				
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
	<p>Trip to the Theatre – this is fundamental for the Component One written exam, however, this also inspires students with regard to their Component Two devising project.</p>	<p>Screen Acting workshop - Amy Radford</p>			

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Overall Curriculum Aims:

Year 11 will be predominantly focused on the theoretical elements of the course, raising the students’ written standards and ensuring their knowledge is in depth for both the set text and the live theatre performance. Students will regularly complete ‘MIB activities’ to ensure they are continually reflecting on their written skills and their grasp of exam technique.

In terms of practical work/assessment, students will complete Component Three. Students will be presented with a range of play texts. Students will choose a play text which appeals to them and must find two suitable extracts from this play and then stage and perform these extracts to an external examiner. This will challenge the students as they must create convincing and believable characters. Students must also ensure that they stage both extracts in an interesting and creative way conveying a sophisticated understanding of their character/s.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Devising Scheme Continued –</p> <p>Students have now completed their practical devised piece. Lessons are focused on ensuring students can write about the complex creative process of creating their devised piece in collaboration with their group.</p> <p>Students will watch their work back and learn how to analyse and evaluate their performance with regard to key moments/</p>	<p>Component Three- Scripted Performances</p> <p>Students will be presented with a range of play texts. Students can choose a play text which appeals to them and must find two suitable extracts from this play, and stage and perform them to an external examiner. This will challenge the students as they must create convincing characters and consider other aspects of theatre.</p>	<p>Component One- Set Text and Live Theatre</p> <p>Now that students have a holistic understanding of both the set text and the live performance, students will practically explore key scenes and characters so they can experience the dialogue from the actor’s perspective and take ownership of the language of the play.</p> <p>Students will regularly complete written tasks, practice questions and MIB activities to ensure they are continually</p>	<p>Component One - Set Text and Live Theatre</p> <p>Students will continue to regularly complete written tasks, practice questions and MIB activities to ensure they are continually reflecting on their written skills and their grasp of exam technique.</p> <p>Revision techniques will be taught in lesson and students will receive detailed and personalised feedback detailing their strengths and weaknesses with regard</p>	<p>Component One - Set Text and Live Theatre</p> <p>Students will continue to refine and improve their exam technique with regard to the set text and the live production in revision lessons.</p> <p>Students will also revise their knowledge and understanding of roles within the theatre, stage positing and stage configuration.</p> <p>Students will continue to practice exam questions under timed conditions.</p>	<p>Component One exam is in Mid-May</p> <p>N/A</p>

scenes/ their characterisation.		<p>reflecting on their written skills and their grasp of exam technique.</p> <p>If the piece of live theatre watched is available as a recording, students will continue to watch key scenes whilst analysing and evaluating acting/ design choices.</p> <p>Students will practice exam questions under timed conditions.</p>	<p>to the Component One written exam.</p> <p>Students will practice exam questions under timed conditions.</p>		
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<ul style="list-style-type: none"> Stimulus Devising process Forum Theatre Rehearsal techniques Characterisation Improvisation Practitioner style/ influence 	<ul style="list-style-type: none"> Use of pause, pace, pitch, projection, gesture, gait, proxemics, idiosyncrasies Playwright's intentions Inner monologue/ sub-text 	<ul style="list-style-type: none"> Interpreting character Director's concept Units/ objectives/ super-objectives Vocal and physical acting skills Evaluative and analytical written skills 	<ul style="list-style-type: none"> Stimulus Dramatic aims/ Intentions (for the group as a whole/ individual) Devising process Forum Theatre Rehearsal techniques Characterisation Improvisation Practitioner style/ influence 	<ul style="list-style-type: none"> Interpreting character Director's concept Units/ objectives/ super-objectives Vocal and physical acting skills Evaluative and analytical written skills 	N/A
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	Trip to the Theatre – this is fundamental for the Component One written exam, however, this visit also inspires students with regard to their Component Three scripted pieces.	Screen Acting workshop -Amy Radford			
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