

## Key Stage 4 – Year 10 – GCSE Drama

### Curriculum Map

	Autumn 1	Autumn 2	Spring 1 Spring 2	Summer 1	Summer 2
Topic Overview	<p><b>Introduction to GCSE Drama</b> Students take part in a series of activities to develop transferable skills required through the GCSE Drama course. This develops into a series of workshops to develop the tools and techniques students require to create the component 2 – Devising coursework.</p>	<p><b>Component 2 – Devising</b> Students will revisit the tools and techniques learnt in the Autumn 1, applying these skills to create a mock devised piece in groups. Students will complete a mock devising log developing the skills required to track and evaluate their process.</p>	<p><b>Component 1 - Blood Brothers</b> Students develop their knowledge from page to stage of the professional work – Blood Brothers. Through a series of workshops students practically explore different aspects of the play in preparation for their component 1 written examination.</p>	<p><b>Component 3 – Texts in Practice.</b> Students are introduced to the requirements of component 3. Students start by exploring a number of different play extracts, revisiting skills required to stage one extract.</p> <p><b>Component 1- Blood Brothers (Exam Questions)</b> In a fortnightly theory lesson, students are introduced to the written exam paper and learn how to approach questions on <i>Blood Brothers</i>.</p>	<p><b>Component 3 – Texts in Practice</b> In practical lessons students continue work on component 3. They reflect on assessment from extract 1 and have the opportunity to further develop and apply performance skills through exploration and performance of a second extract.</p> <p><b>Component 1- Live Theatre Review</b> In their fortnightly theory lesson, students watch and analyse the musical play <i>Billy Elliott</i> and are introduced to Live Theatre section of the written exam.</p>
Focus	<p><b>Initial activities</b> - which are predominately practical based including improvisations and team challenges. The aim is to build confidence, cooperation, and teamwork</p>	<p>Students will deepen their understanding of the different tools and techniques as they explore a stimuli in groups, applying these to create a group devised piece ready to</p>	<p>Students develop their knowledge of vocal, physical and interaction skills. Students become secure in their understanding of this vocabulary discussing these</p>	<p>Introduction to component 3 through trialling of a wide variety of play texts and extracts in groups, pairs or on their own. This practical exploration intends to allow students to find suitable</p>	<p>Students work through the same process as extract 1 (Summer 1) to produce an extract 2, developing a deeper understanding and application of skills:</p>

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	<p>to deepen student understanding of how to work effectively in groups and develop their collaborative skills.</p> <p><b>Devising / style workshops-</b> the aim is to provide students with an opportunity to develop their knowledge of a variety of tools and techniques they can use in their own devised work. Teacher led- workshops (Stanislavski, Brecht, Physical Theatre, Verbatim) which leads students to create short scenes trialling the variety of techniques.</p> <p><b>Devising mock process.</b> Students explore 5 possible stimuli in preparation for component 2 – devising. Students will develop the understanding of how to approach a stimulus.</p>	<p>perform in front of an audience. Students will work through the process of writing a devising log covering the three different aspects:</p> <ol style="list-style-type: none"> <li>1. Response to Stimulus</li> <li>2. Development and Collaboration.</li> <li>3. Analysis and Evaluation</li> </ol>	<p>skills and how they are used to create.</p> <ul style="list-style-type: none"> <li>- Students will read Blood Brothers cover to cover as a class over the term. This is through reading short scene/extract each lesson incorporating discussions and practical exploration.</li> <li>- The structure and tasks are according to the extract- focussing on character interpretation, themes and application of performance skills.</li> </ul>	<p>extracts. This a combination of monologues, duologues and group- the extracts should provide some contrast.</p> <p><b>Extract 1 development:</b> Students start to focus on bringing the extract to stage through developing the following skills and techniques though a series of workshops:</p> <ul style="list-style-type: none"> <li>- Research into play, playwright, plot, context of extract (what happens before and after their chosen scene), characters.</li> <li>-Range of character exploration tasks, line learning, blocking, rehearsing with a focus on performance skills, mock performances in lesson and responding to teacher and peer feedback in preparation for performance.</li> <li>- A revisit of practitioners/styles with specific groups.</li> </ul> <p><b>Comp 1- Blood Brothers</b></p>	<p>Students start to focus on bringing the extract to stage through developing the following skills and techniques though a series of workshops:</p> <ul style="list-style-type: none"> <li>- Research into play, playwright, plot, context of extract (what happens before and after their chosen scene), characters.</li> <li>-Range of character exploration tasks, line learning, blocking, rehearsing with a focus on performance skills, mock performances in lesson and responding to teacher and peer feedback in preparation for performance.</li> <li>- A revisit of practitioners/styles with specific groups.</li> </ul> <p><b>Comp 1- Live Theatre Review</b></p> <p>Students watch the play in full and then focus on key scenes which can be discussed in response to Live Theatre Exam Questions. Students develop their</p>
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<p><b>Assessment</b></p>	<p>Assessment is mainly through short performances to assess how students are working with each other and developing tools a techniques required for devising. Regular verbal feedback provided to students.</p>	<p>Assessment is through regular feedback, additionally a final mock assessment of both the performance of the group devised piece and devising log.</p>	<p>Assessment in through regular feedback within lessons, along side the marking of short exam style questions.</p>	<p>Assessment is through a mock assessment of a mock in one extract.</p> <p>Assessment is through teaching and peer marking of exam style questions.</p>	<p>Assessment is through mock assessment of a mock in a second extract.</p> <p>Assessment is through teaching and peer marking of exam style questions.</p>