



# GCSE Drama Year 10

## Curriculum Intent: KS4

To provide a qualification that will engage students through encouraging creativity, focusing on practical work which reflects 21st-century theatre practice and developing skills that will support progression to the further study of drama and a wide range of other subjects. Drama A level works alongside the school curriculum supporting its baccalaureate education. We do this by providing experiences that develops well-rounded students with a global mind-set to be able to conceptualize how to make an impact in all environments. Industry professionals from around the world help students to develop an international understanding of the relevance and powerful medium of using theatre as a platform to affect social change. Working alongside leading industry professionals also strengthens the students' ability and understanding of how to see their place in the world of the Arts.

*"A talent for drama is not a talent for writing, but is an ability to articulate human relationships." Gore Vidal*

### Students will learn:

#### Autumn Term:

**Schema** theory – linking background knowledge of KS3 Drama to new knowledge in preparation for GCSE Drama.

#### What is the purpose of the autumn term curriculum?

1. For students to develop their previous Drama skills linked to the Drama GCSE curriculum.
2. For all students to develop new underpinning knowledge, understanding and skills for the GCSE course, as outlined in the specification.
3. To develop a foundation of knowledge for all three components.

#### Spring Term:

**Schema** theory – linking background knowledge of studying play texts to new knowledge of The Crucible in preparation for the written examination.

#### What is the purpose of the Year 10 spring term curriculum?

##### Component 3: Part A and B

1. To focus on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience.
2. To create well-rounded Drama students up-skilled and knowledgeable in the areas of performance, design and directing
3. To create a passion for the Arts – making links to amateur and professional theatres.

#### **Theatre Visit- January**

Students will be introduced to Section B: Live Theatre Evaluation

#### Summer Term:

**Component 1 Schema theory** – linking background knowledge of creating plays to new knowledge in preparation for devising and writing 2000-word portfolio.

1. To create and develop a devised piece from a stimulus.
2. To prepare a performance of this devised piece or design realisation for this performance.
3. To analyse and evaluate the devising process and performance.
4. To acquire the necessary skills to eventually found your own theatre company.

There are two parts:

- a portfolio covering the creating and developing process and analysis and evaluation of this process (2000 words coursework)
- a devised performance/design realisation

### Key Concepts and Skills:

Students will be guided to understand the fundamental skills of GCSE Drama:-

#### Acting/Drama Festival

- Students will participate in workshops to develop the drama skills and techniques required for devising and text-based work.
- Students will develop skills for recording the development of their ideas for performance as well as underpinning skills such as analysis and evaluation.
- Students will perform live theatre and develop their performance and design skills
- Students will work alongside industry professionals learning the rigour of professional rehearsals.
- Develop tableaux, role on the wall, hot seating, flashbacks, flash forwards, slow-motion, movement/physical sequences, soundscapes, Forum theatre.

#### Students will learn to:-

consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including:

- acting style and purpose, including vocal and physical skills
- set and props, including stage furniture and personal props
- lighting and sound, including colour and music
- costume, makeup and masks as appropriate
- use of stage space and spatial relationships, including levels and entrance points
- intended impact and meaning for the audience.

#### Live Theatre Evaluation

Students will learn to reflect on their experience as an informed member of an audience at a live theatre performance, enabling them to demonstrate knowledge and understanding of performance through

### How will we assess impact?

- **Questions, Tasks, Quizzes, Formal Tests, Teach for 10, Hot-Seating**
- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning
- **Written Examination:** Students will sit an examination in May of the summer term.
- **Observations & Performances**



## What does excellence look like in performance?

- have an assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning
- demonstrate confident engagement with the process of collaboration, rehearsal and refinement.  
show a confident and accomplished use of appropriate drama terminology.
- recognise specific challenges for performers, directors and designers based on their own experiences in exploring the chosen text.
- analyse and evaluate the ways in which different performance and production elements are brought together to create theatre
- use subject-specific terminology in discussing their work as theatre makers.
- Create an assured individual performance, demonstrating an accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout

## What does excellence look like?

- understand the practices used in twenty-first century theatre-making
- understand production elements and theatrical conventions understand the role of theatre makers in contemporary practice including performers, directors and designers
- understand how the meaning of a text might be interpreted and communicated to an audience
- understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed
- use appropriate vocabulary and subject-specific terminology analyse and evaluate the work of theatre-makers
- recognise specific challenges for performers, directors and designers based on their own experiences in exploring the chosen text
- analyse and evaluate the ways in which different performance and production elements are brought together to create theatre
- use subject-specific terminology in discussing their work as theatre makers. Offer comprehensive explanations of the creative intentions for the performance.

## International Opportunities

### International Visits and Exchanges:

- Lyon, France: Musée miniature et cinéma.
- Lyon, France: Lumière Museum
- Saronno, Italy: Visit to Teatro alla Scala
- Shanghai, China: Puppet theatre, Chinese Opera
- Wiesbaden, Germany: Visit to the Opera House
- International Drama Academy: Tours to Sri Lanka, Paris, India

### Diversity within the curriculum

Students study and perform texts from around the world. There is a particular focus on Black British playwrights such as Thereasa Ikoko and Bola Agbaje. Their influence on modern theatre and their association with Soho Theatre and The Royal Court, introduce students to the value of diverse voices in theatre. Students also study productions from Germany, France, Russia, America and the UK.

### Home Learning, Wider Reading and Research

- Homework: Research and reflect. *Homework is designed to help teach students to learn how to effectively research and reflect.*
- Homework: Research, design (costume, set and props), contextualising, creative writing, vocabulary recall, line learning.
- LAMDA
- School Production
- **Highlighting cross-curricular links to English and History**
- **Transferable skills**
- IDA (International Drama Academy)
- BBC Bite size
- KS4 Scripts and revision guides – Available in Library and Drama department – containing relevant information regarding plays, designers, practitioners and playwrights.

<https://www.bbc.com/bitesize/subjects/zbckjxs>

Visit theatres, see film, live streams and physical productions of performances.

#### Learn Key Vocabulary:

Character; Aside; Gesture; Body language; Proxemics; Down stage; Up stage; Stage right; Stage left; tableaux; role on the wall; hot seating; flashbacks; flash forwards; slow-motion.

**Lighting:** Floods, Focus Spots, Profile Spots, Beamlights, Follow Spots.

**Sound:** Composer, musical director, underscoring, live sound, recorded sound

**Designers:** Set, Costume, Lighting, Music, Props, Make-Up

**Voice:** use of clarity, pace, inflection, pitch and projection.

**Physicality:** use of space, gesture, stillness and stance. Characterisation.

Communication. Style, genre and theatrical conventions.



*"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." Oscar Wilde*