



GCSE Drama Year 11

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.

"The theatre is certainly a place for learning about the brevity of human glory" Iris Murdoch

Students will learn:

Autumn Term:

Component 1 continued - Schema theory – linking background knowledge of last term's learning, worldly knowledge to new, enhanced knowledge to help process and organise practical performance and submitting portfolio.

What is the purpose of the autumn term curriculum?

- To develop their ideas for performance or design realisation for this performance.
 - To perform their devised piece from the given stimuli.
 - Write their portfolio informed by six questions analysing and evaluating the devising process and performance.
- Completion of the 2 parts of the component
 - a portfolio covering the creating and developing process and analysis and evaluation of this process (2000 words coursework)
 - a devised performance/design realisation

Spring Term:

Component 2: Schema theory – linking background knowledge of past experiences in performance and design to help students acquire, process and organise a performance or design concept for two key extracts from a performance text to a visiting examiner.

Performer or designer routes available.

- For students to study two key extracts from their chosen performance text.
- to perform/realise a design for these key extracts in front of an appropriate audience and it must be recorded.
- To write a character/design role intention for each extract.
(200 words per extract)

Summer Term:

Component 3. Part A and B Schema theory – linking background knowledge of The Crucible to new knowledge in preparation for the written examination.

- To acquire the knowledge, understanding and skills to successfully answer all questions related to the performance text studied for: Section A and Section B – Live Theatre Evaluation.
- To prepare students for A level Drama and Theatre
- To create a well-rounded Drama student up-skilled and knowledgeable in the areas of performance, design and directing
- To create a passion for the Arts – making links to external Arts organisations for future employment.

Key Concepts and Skills:

Students will participate in workshops (teacher led and industry professional led), lessons and extracurricular activities to:-

- develop and enhance the knowledge, understanding and skills of devising or designing a play.
- work collaboratively to rehearse and develop a performance
- apply the necessary performance or design skills
- Constantly review their work - analyse and evaluate both the process and the performance verbally and in written form.
- develop their understanding of social, historical and cultural contexts
- develop their understanding of theatrical conventions
- develop their understanding of current themes and trends
- develop their understanding of issues and controversies.
- explore plot, structure, narrative and stories from around the world and from different time periods.
- develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.
- interpret different texts and learn the skills to rehearse and refine two key extracts, leading to a final performance.
- demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.
- You will learn the intricate knowledge of a performer or designer pertaining to: themes, issues, performance conventions, genre, structure, form, style, language and stage directions character relationships & development.

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**



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Destinations of AES Drama Students: Where are they now?

- Acting (BA Hons): The Royal Central School of Speech and Drama; Guildhall School of Music and Drama; Bristol Old Vic; Mountview; and LAMDA.
- BA Drama and Theatre Arts: Birmingham University
- BA Stage and Production Management: East 15 – University of Essex
- Musical Theatre (BA Hons): Guildford School of Acting; Arts Educational; Mountview; and Italia Conti
- Film Studies (BA Hons): Met Film School – London
- Spanish / Drama and Theatre BA - Aberystwyth University
- Stage Management and Technical Theatre, BA Hons: The Royal Central School of Speech and Drama
- Production Arts (BA Hons): Guildhall School of Music and Drama

What does excellence look like?

- offer comprehensive explanations of the creative intentions for the 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.
- 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 accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout.
- Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process.
- Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language
- Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance
- Demonstrates accomplished comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.

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)
- Visit theatres, see film, live streams and physical productions of performances.
- BBC Bite size <https://www.bbc.com/bitesize/subjects/zbckjxs>
- KS4 Scripts and revision guides – Available in Library and Drama department – containing relevant information regarding plays, designers, practitioners and playwrights.

www.masterclass.com

- Theatre designers
- KS4 passed performances in Drama department.
- Peer mentoring
- Live performances
- 1-2-1 homework tuition to establish parity for all groups of learners.
- Peer mentoring
- Sixth Form Mentoring
- Make cross-curricular links to subjects that could complement each other at A level of IB.



"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