

1c. Curriculum Overview: Drama

Year 10 GCSE Drama - Eduqas

September to October	November to March	April to July
<p>C2 Baseline Assessment</p> <p>What are the students learning? How to interpret a text for performance and realise artistic intentions.</p> <p>Performance skills:</p> <ul style="list-style-type: none"> • VTAPE & FEMPIG • Tension • Status • Interpretation of role • Artistic & audience intention <p>Theatre:</p> <ul style="list-style-type: none"> • Staging position & configurations • Theatre roles • Theatre design • Stanislavski and Naturalism: <ul style="list-style-type: none"> ○ Given Circumstances ○ Units of Action ○ Objectives & Super Objective ○ Preparing a role <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Application of skills • Interpretation of role <p>What are the standardised homework tasks?</p> <ul style="list-style-type: none"> • Rehearsal and preparing a role • Evaluation and self-assessment • BBC Bitesize Tasks: <ul style="list-style-type: none"> ○ Theatre roles ○ Characteristics of a dramatic work 	<p>C3 'An Inspector Calls' and 'The Crucible'</p> <p>What are the students learning? How to demonstrate knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.</p> <p>Textual & literary devices:</p> <ul style="list-style-type: none"> • Form & structure • Genre & style • Dramatic Irony • Tension • Character interpretation and function • Language & dialogue • Stage directions <p>Theatre:</p> <ul style="list-style-type: none"> • Social, historical and cultural context • Theatrical conventions of the original period • Performance space, proxemics & staging • Use of design • Vocal and physical interpretation of character <p>Live theatre:</p> <ul style="list-style-type: none"> • Role of Actor • Designer • Director • Audience 	<p>C1 Devising</p> <p>What are the students learning? How to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.</p> <p>Form, structure & devising techniques:</p> <ul style="list-style-type: none"> • Structure • Theme & plot • form & style • Language & dialogue <p>Performance skills:</p> <ul style="list-style-type: none"> • VTAPE & FEMPIG • Use of space & proxemics • Interpretation of role • Artistic & audience intention <p>Theatre:</p> <ul style="list-style-type: none"> • Choice of staging • Use of design <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Individual performance or design • A portfolio of supporting evidence (900 words) • An evaluation of final performance or design <p>What are the standardised homework tasks?</p> <ul style="list-style-type: none"> • Response to stimulus • Planning: aims, plot & structure • Dialogue & character development • Design, rehearsal & refinement

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<ul style="list-style-type: none"> ○ Staging & positioning ○ Stanislavski & Naturalism ○ Physical & vocal skills ○ Features of & performing a script ○ Set design ○ Costume design ○ Lighting design ○ Sound design 	<p><u>What are the key standardised assessments?</u> Written answers to exam questions:</p> <p>Section A (An Inspector Calls)</p> <ul style="list-style-type: none"> ● Extract – Acting / Design ● Wider play – Acting / Design <p>Section B (The Crucible)</p> <ul style="list-style-type: none"> ● Analysis & evaluation of Acting / Design <p><u>What are the standardised homework tasks?</u></p> <p>Section A (An Inspector Calls)</p> <ul style="list-style-type: none"> ● Analysis of play ● Character analysis mind maps ● Costume designs ● Set design ● Lighting and sound mind map ● Written answers to exam questions <p>Section B (The Crucible)</p> <ul style="list-style-type: none"> ● Key moments mind maps ● Design mind maps ● Written answers to exam questions 	<p>Written Portfolio sections:</p> <ol style="list-style-type: none"> 1. How ideas have been researched, created and developed in response to the chosen stimulus. 2. How ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning. 3. How ideas have been developed, amended and refined during the development of the devised piece.
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Year 11 GCSE Drama - Eduqas		
September to October	November to March	April to July
<p>C1 Devising Internal Exam October 2023</p> <p>What are the students learning? How to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.</p> <p>Form, structure & devising techniques:</p> <ul style="list-style-type: none"> • Structure • Theme & plot • form & style • Language & dialogue <p>Performance skills:</p> <ul style="list-style-type: none"> • VTape & FEMPIG • Use of space & proxemics • Interpretation of role • Artistic & audience intention <p>Theatre:</p> <ul style="list-style-type: none"> • Choice of staging • Use of design <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Individual performance or design • A portfolio of supporting evidence (900 words) • An evaluation of final performance or design <p>What are the standardised homework tasks?</p> <ul style="list-style-type: none"> • Response to stimulus • Planning: aims, plot & structure • Dialogue & character development 	<p>C2 Performing Text External Exam March 2024</p> <p>What are the students learning? How to interpret a text for performance and realise artistic intentions. Students will study and perform two extracts from one performance text.</p> <p>Performance skills:</p> <ul style="list-style-type: none"> • VTape & FEMPIG • Tension • Status • Interpretation of role • Artistic & audience intention <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Performance of two extracts: • Application of skills • Artistic intentions • Interpretation of role & text • Individual contribution <p>What are the standardised homework tasks?</p> <ul style="list-style-type: none"> • Research and analysis of text • Character analysis • Rehearsal and refinement • Statement of artistic intentions 	<p>C3 'An Inspector Calls' and 'Billy Elliot' External Exam May 2024</p> <p>What are the students learning? Revision, recap and recall from Year 10.</p> <p>Textual & literary devices:</p> <ul style="list-style-type: none"> • Form & structure • Genre & style • Dramatic Irony • Tension • Character interpretation and function • Language & dialogue • Stage directions <p>Theatre:</p> <ul style="list-style-type: none"> • Social, historical and cultural context • Theatrical conventions of the original period • Performance space, proxemics & staging • Use of design • Vocal and physical interpretation of character <p>Live theatre:</p> <ul style="list-style-type: none"> • Role of Actor • Designer • Director • Audience <p>What are the key standardised assessments? Timed written answers to exam questions:</p> <p>Section A (An Inspector Calls)</p> <ul style="list-style-type: none"> • Extract – Acting / Design • Wider play – Acting / Design <p>Section B (Billy Elliot)</p>

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<ul style="list-style-type: none"> • Design, rehearsal & refinement <p>Written Portfolio sections:</p> <ol style="list-style-type: none"> 1. How ideas have been researched, created and developed in response to the chosen stimulus. 2. How ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning. 3. How ideas have been developed, amended and refined during the development of the devised piece. 		<ul style="list-style-type: none"> • Analysis & evaluation of Acting / Design <p><u>What are the standardised homework tasks?</u></p> <p>Section A (An Inspector Calls)</p> <ul style="list-style-type: none"> • Written answers to exam questions <p>Section B (Billy Elliot)</p> <ul style="list-style-type: none"> • Written answers to exam questions
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