

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Y10 Drama

Careers

Local Market Information	Skills	Jobs
Creative and digital sector Community engagement organisations Education	Creativity Resilience Confidence Communication Risk taking Problem solving Teamwork Leadership Critical thinking Time management Analytical skills	Performer Theatre designer Technician Director Producer Scriptwriter Drama facilitator Drama therapist Teacher

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Half Term 1	Introduction to Drama	<ul style="list-style-type: none"> Performance skills and production elements. Exploration of theatre design. Introduction of live theatre review using online theatre. Developing devising skills through the use of a stimulus. 	Recall key vocabulary including: Physical and vocal skills Design techniques and features	Vocal & Physical skills Stage positioning Stage Configurations Proscenium Arch In the Round Traverse, Thrust, End On Role Responsibilities Director Designers, Producer Scriptwriter, Stage	Students will be exposed to professional theatre as they watch a National Theatre production online as part of the teaching and learning of 'Live Theatre Review'. Students learn about various careers in the
	Section A and B	<ul style="list-style-type: none"> Stage positions and configurations 			

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	- Component 1	<ul style="list-style-type: none"> Roles and responsibilities in the theatre industry Reading Blood Brothers text to gain understanding of narrative, characters, themes and context. 		Manager Revolve, Flats Backdrop, Flyrail Cyclorama Stage Furniture Spotlight, Flood light Gobo, Strobe, Fresnel	drama industry through the exploration of different roles and responsibilities. Opportunities to attend KS4 Drama club/school production rehearsals
Half Term 2	Component 1 - Section B - Blood Brothers	<ul style="list-style-type: none"> Introduction to the characters, context and narrative of Blood Brothers. Practical exploration of the play to discover methods of creating meaning. Exploring the play as a performer. Exploring the play as a designer. Development of 4, 8 and 12 marker GCSE questions. 	Recall key vocabulary and knowledge linked to Blood Brothers and GCSE structures including characters, context, time period, writing structures. Section A multiple choice questions used as recall.	Status Characterisation Social Class Designer Performer Vocal Skills Physical Skills Spatial Skills Interaction Communication Evaluate Analyse Describe Explain	Developing understanding of the context of Liverpool (surrounding area) in 1960s. Opportunities to attend KS4 Drama club/school production rehearsals
Half Term 3	Devising and Practitioner Exploration	Exploring different practitioners and styles in drama. Developing stylised techniques to embed into devised performances. Developing devising skills and knowledge in preparation for Component 2.	Recall key vocabulary around practitioners, styles and devising techniques. Practical recall opportunities to recap and explore characters.	Practitioner Brecht Berkoff Frantic Assembly Stanislavski Physical Theatre Expressionism Non-naturalism Symbolism Style Genre	Students meet scriptwriter, director and practitioner Tom Cain and participate in a devising workshop with him. Tom also teaches students about different careers and pathways in the performing arts. Students are exposed to
	Component 2 - Devising	Responding to a stimulus and creating original theatre with the influence of a practitioner.			

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		Applying practitioner's approaches to the development and devising of an original performance.		Form Structure Devising Stimulus Technique	<p>a range of different styles of drama that exist in the world from the past and present.</p> <p>Students will have opportunities to watch professional examples of different practitioner work.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>
Half Term 4	Component 2 – Devising	<ul style="list-style-type: none"> Responding to a stimulus and creating an original performance. Participating in workshop sessions to help develop and refine ideas and characters. Application of studied practitioners and styles into the devising process. Completing Section 1 of the GCSE devising log. 	<p>Recall key vocabulary around roles and responsibilities, stage configurations and stage positions.</p> <p>Hot Seating to check understanding of characters.</p>	<p>Devising Stimulus Feedback Hot Seating Monologue Style Practitioner Process Review Refine Rehearse</p>	<p>Students will conduct research around their chosen area which could include topics such as equality, society, social media, bullying, etc.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
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Half Term 5	Component 2 – Devising	<ul style="list-style-type: none"> Mock performance of GCSE devised piece. Refining and rehearsing devised pieces. Responding to feedback to refine devised performances. Completing Section 2. Reviewing and evaluating work in progress through GCSE devising log. 	<p>Recall key vocabulary around roles and responsibilities, stage configurations and stage positions.</p> <p>Hot Seating to check understanding of characters.</p>	<p>Devising</p> <p>Stimulus</p> <p>Feedback</p> <p>Hot Seating</p> <p>Monologue</p> <p>Style</p> <p>Practitioner</p> <p>Process</p> <p>Review</p> <p>Refine</p> <p>Rehearse</p>	<p>Opportunities to attend KS4 Drama club/school production rehearsals</p>
Half Term 6	Component 2 – Devising	<ul style="list-style-type: none"> Performing formal GCSE devised piece to an audience. Reviewing the devising process through written coursework. Analysing and evaluating individual performance and performance skills used. Completing Section 3. 	<p>Recall key vocabulary around roles and responsibilities, stage configurations and stage positions.</p>	<p>Strengths</p> <p>Weaknesses</p> <p>Success</p> <p>Contributions</p> <p>Areas for Improvement</p>	<p>Students will understand how theatre is reviewed and analysed.</p> <p>Opportunities to attend KS4 Drama club/school production rehearsals</p>

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
	<ul style="list-style-type: none"> The application of core GCSE knowledge and vocabulary to a vocabulary test and short theatre 	<ul style="list-style-type: none"> To identify gaps in key knowledge that is required for the course, in particular the 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson.

End of HT1	review.	<p>written aspects.</p> <ul style="list-style-type: none"> To identify how successfully students can apply developed knowledge of theatre design to a theatre review. 	<ul style="list-style-type: none"> Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.
End of HT2	<ul style="list-style-type: none"> The application of knowledge and vocabulary to GCSE style questions from Section B of the exam. 	<ul style="list-style-type: none"> To identify how students have developed their writing skills in drama. To identify any gaps in knowledge of Blood Brothers. To identify how successfully students can use knowledge to explain and analyse how theatre can be created. 	<ul style="list-style-type: none"> Whole class and individual pupil feedback during lesson. Feedback will involve improvement and development tasks. Tests marked and scores recorded via progress trackers and on sims.
End of HT4	<ul style="list-style-type: none"> Assessment of short practice devised piece using practitioner influence. 	<ul style="list-style-type: none"> To identify how successfully and creatively students can apply devising skills to an original performance. 	<ul style="list-style-type: none"> Individual group and pupil feedback provided.
End of HT5	<ul style="list-style-type: none"> Mock performance of Component 2 Devising performances. 	<ul style="list-style-type: none"> To assess the quality of students' work ahead of their final performance. To enable feedback to be given to help improve devised pieces. 	<ul style="list-style-type: none"> Individual group and pupil feedback provided. Performance marks and scored recorded via progress trackers.
End of HT6	<ul style="list-style-type: none"> Final Component 2 Devising GCSE performance Written devising log coursework hand in. 	<ul style="list-style-type: none"> This is a requirement of the GCSE course and contributes towards 10% of the overall GCSE. This is a requirement of the GCSE course and contributes towards 30% of the overall GCSE. 	<ul style="list-style-type: none"> Scores recorded via progress trackers and on sims.