

Drama Unit Overview Year 10

Curriculum Catch up Statement

During lockdown theory work was set for Year 9 which reflected areas we would have covered in school. We were due to cover creativity, empathy and independent skills through the exploration of a script and devising. Later work set further linked to elements of theatre that are covered at GCSE level, where more theoretical study is introduced, this included an in-depth look at design, covering; set, costume, sound and lighting. Students also carried out evaluations of theatre that linked to the GCSE examination criteria, in preparation for the course ahead. On our return to school students will start their GCSE course with Component Three, the exploration of a text. This will support students in catching up on developing the skills needed for this, that were missed at the end of year 9. Tasks will be both theoretical and practical, inclusive of a knowledge test to identify further gaps in knowledge, learning of this knowledge will then be embedded into future lessons over the next two terms. By Christmas Students will have been provided further performance opportunities to develop the skills missed during lockdown, including learning and performing a monologue.

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Drama - Year 10 Autumn A- Component 3- Exploration of a text				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
Content and expectations of the Component Three written examination.	<p>Knowledge: Content and expectations of this component of the course. This 40% of the overall grade is made up of one written examination lasting 1 hour and 30 minutes: Section A: Exploration of a set text= 40 marks Understanding: This will be demonstrated through practical and written exploration of the set text. Skills: To be able to use practical exploration to form written responses to questions on a given play from the perspective of actor, director and designer. Performance opportunities will support the development of the skills missed due to lockdown.</p>	Written responses will demonstrate a clear understanding of the text. Answers will be detailed, demonstrating an in-depth understanding of theatre from a variety of perspectives and include key subject terminology.	Students have previously explored sections of text, this expands their capabilities by exploring text in it's entirety. Students have previously, in both KS3 and at the start of KS4, been encouraged to consider theatre from perspectives of an actor, director and designer, in both practical and written activities, in preparation for this section of the course.	<p>Web: BBC Bitesize-GCSE Drama-Eduqas</p> <p>Play: DNA, by Dennis Kelly</p> <p>Guides: WJEC/Eduqas GCSE Drama, Garry Nicholas CGP- GCSE Drama DNA, The Play Guide</p>

**Drama - Year 10 Autumn B-
Practitioners/Style**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to demonstrate an understanding of a variety of practitioners/styles that have influenced the world of theatre. This work links into the learning for the Component One examination.</p>	<p>Knowledge: The beliefs and ideas of different practitioners and how these have influenced the elements they use/d within theatre. The stylistic devices that make up a particular style, how this can support story telling that is purposeful and impacts an audience in the desired way. Understanding: This will be demonstrated through devising, performing and evaluating own and others use of the given styles/methods of practitioners, as well as through the use of theory booklets. Skills: To be able to independently make choices for the use of stylistic devices of a variety of practitioners/styles to communicate desired impact on an audience.</p>	<p>Demonstrating through devising, performing, evaluating and theory tasks an absolute clear understanding for each style/methods of a practitioner covered. These will be demonstrated with creativity and with the impact on the audience at the forefront of each piece of work.</p>	<p>Leading up to this point, students have started to look at style and the use of performance techniques to support this. The start of the GCSE courses pushes this knowledge further to include influential theatre practitioners.</p>	<p>Web: BBC Bitesize- Styles, genres and practitioners WWW.Franticassembly.co.uk</p> <p>Books: An Actor Prepares, Constantin Stanislavski Brecht On Theatre</p> <p>Guides: CGP GCSE Drama for the grade 9-1 course WJEC/Eduqas GCSE Drama, Garry Nicholas</p>

**Drama - Year 10 Spring A & B-
Mock Component One**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To gain an understanding for the content and expectations of the Component One examination. This is a mock for this component.</p>	<p>Knowledge: Content and expectations of this component of the course. This 40% of the overall grade is made up of: Performance= 15 marks Portfolio= 30 marks Evaluation= 15 marks Understanding: This will be demonstrated through students' creation of their devised piece, inclusive of their use of chosen style, the creation of their written portfolio and evaluation. Skills: To be able to devise and perform in a chosen style/practitioner with confidence. To be able to write a clear process report in the style of a portfolio as well as an evaluation of the final performance.</p>	<p>Students are committed to the creation of this performance, attending extra-curricular rehearsals. This leads to clarity and detail within their written portfolio, demonstrating an excellent knowledge of their chosen style/practitioner and references independent research. High quality notes are prepared for the undertaking of the evaluation in controlled conditions.</p>	<p>This mock examination is an opportunity for students to now put into practice the skills they have developed last half term, linked to style and the work of practitioners. Theory work at KS3, as well as last term supports the development of writing for Drama.</p>	<p>Web:</p> <ul style="list-style-type: none"> • BBC Bitesize- Styles, genres and practitioners • WWW.Franticassembly.co.uk • Youtube- performances in chosen styles, e.g. Woyzeck, Splendid Theatre Company (Brecht style) <p>Books:</p> <ul style="list-style-type: none"> • The Frantic Assembly Book of Devising Theatre, Scott Grahama and Steven Hoggett • An Actor Prepares, Constanin Stanislavski • Brecht On Theatre <p>Guides:</p> <ul style="list-style-type: none"> • CGP GCSE Drama for the grade 9-1 course • WJEC/Eduqas GCSE Drama, Garry Nicholas

**Drama - Year 10 Summer A
Component 3- Set text and Live Theatre**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Recalling content and expectations of the Component Three written examination.</p> <p>Exploration of the text seen for the 'live theatre review' element of the written paper.</p>	<p>Knowledge: Content and expectations of this component of the course. This 40% of the overall grade is made up of one written examination lasting 1 hour and 30 minutes:</p> <p>Section A: Exploration of a set text= 40 marks Section B: Review of live theatre= 15 marks. Students to take part in a theatre trip.</p> <p>Understanding: This will be demonstrated through practical and written exploration of both texts.</p> <p>Skills: To be able to use practical exploration to form written responses to questions on a given play from the perspective of actor, director and designer.</p>	<p>Written responses will demonstrate a clear understanding of both texts. Answers will be detailed, demonstrating an in-depth understanding of theatre from a variety of perspectives and include key subject terminology.</p>	<p>Students have previously explored sections of text, this expands their capabilities by exploring text in it's entirety. Students have previously, in both KS3 and at the start of KS4, been encouraged to consider theatre from perspectives of an actor, director and designer, in both practical and written activities, in preparation for this section of the course.</p>	<p>Web: BBC Bitesize-GCSE Drama-Eduqas</p> <p>Play: DNA, by Dennis Kelly</p> <p>Guides: WJEC/Eduqas GCSE Drama, Garry Nicholas CGP- GCSE Drama DNA, The Play Guide</p>

**Drama - Year 10 Summer B
Component One**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>To be able to develop practical work through the use of a given stimulus and to make an informed choice for the style of the piece, with consideration of the examination criteria. To be able to reflect back on work carried out in the mock exam to make improvements this time round, inclusive of both practical and written elements.</p>	<p>Knowledge: This 40% of the overall grade is made up of: Performance= 15 marks Portfolio= 30 marks Evaluation= 15 marks Students will develop their knowledge of creating exciting theatre, with reference to the exam criteria. Understanding: This will be demonstrated through students' creation of their devised piece, inclusive of their use of chosen style, the creation of their written portfolio and evaluation. Skills: To be able to devise and perform in a chosen style/practitioner with confidence. To be able to write a clear process report in the style of a portfolio as well as an evaluation of the final performance.</p>	<p>Students are committed to the creation of this performance, attending extra-curricular rehearsals. This leads to clarity and detail within their written portfolio, demonstrating an excellent knowledge of their chosen style/practitioner and references independent research. High quality notes are prepared for the undertaking of the evaluation in controlled conditions.</p>	<p>This examination is an opportunity for students to now showcase the skills they have been developing throughout KS3 and 4 so far, in particular their use of style and the work of practitioners. The mock Component One exam earlier in the year acted as preparation for this.</p>	<p>Web: BBC Bitesize- Styles, genres and practitioners WWW.Franticassembly.co.uk Youtube- performances in chosen styles, e.g. Woyzeck, Splendid Theatre Company (Brecht style)</p> <p>Books: The Frantic Assembly Book of Devising Theatre, Scott Grahama and Steven Hoggett An Actor Prepares, Constantin Stanislavski Brecht On Theatre</p> <p>Guides: CGP GCSE Drama for the grade 9-1 course WJEC/Eduqas GCSE Drama, Garry Nicholas</p>