



<p><b><u>Year 10 Content &amp; rationale</u></b></p> <p>Over Year 10, students are given initial introductions to and assessments in relation to key elements of GCSE Drama. They are given early exposure to examples of professional theatre and analytical skills are developed around these. Students are also asked to focus on their own practical skills and the processes of observing professional drama and creating their own are interleaved as much as possible. The creative devising process is extended beyond the smaller Key Stage 3 assignments to a longer-term project which extends ideas around character back story, extending and using background research and exploring a range of genres. A lot of focus is given to the GCSE Drama set text, '1984', so as to consolidate understanding of the page to stage process and to develop interpretative ideas around direction, performance and design in preparation for the written exam.</p>	<p>Year 10 Skills;</p> <ul style="list-style-type: none"> <li>• Team building + baseline (ref. Edexcel Component 2 - Performance from Text)</li> </ul> <p>In this unit key performance skills, approaches and means of achieving audience impact are introduced and students' strengths and areas of need to them are identified through a baseline performance assessment.</p> <ul style="list-style-type: none"> <li>• Edexcel Component 3 Section C (Live Theatre Evaluation) – ref Comp 2 textual interpretation</li> </ul> <p>Students focus upon the analysis and evaluation of the skills and approaches explored initially when they are present in professional theatre. This generates a more precise and incisive perspective on the practice of drama whilst clarifying the significance of design features such as set, lighting costume and sound.</p> <ul style="list-style-type: none"> <li>• Edexcel Component 1 (Devising) Genre + Stimulus – ref Comp 2 practitioner styles</li> </ul> <p>The standards of professional theatre, as analysed in the preceding unit, are revisited regularly as students are guided through the devising process. This will prove a recursive version of the final assessment but with key elements like the interpretation of stimulus materials, extension of background research and the implementation of practitioner ideas introduced for the first time.</p> <ul style="list-style-type: none"> <li>• Edexcel Component 3 Section A (Bringing Texts to Life) 1984 ref Comp 2 textual interpretation</li> </ul> <p>The range of roles and responsibilities – performer, designer, director – are integrated in the staging of '1984'. This will feed into students' practical scripted drama assessment but also grounds them in the disciplines of dramatic interpretation that must be articulated over most of the written paper.</p> <ul style="list-style-type: none"> <li>• Component 1 (Devising) Final Exam – ref Comp 2 practitioner styles</li> </ul> <p>Approaches to devising over the past 2 years are amalgamated in preparation for the final devising assessment in Year 11.</p>
<p><b><u>Year 11 Content &amp; rationale</u></b></p> <p>Initially the focus is upon the consolidation and culmination of devising skills and their analysis. Live theatre evaluation is revised with sharper focus upon the</p>	<p>Year 11 Skills</p> <ul style="list-style-type: none"> <li>• Component 1 (Devising) Final Exam – ref Comp 2 practitioner styles</li> </ul>



ways in which the use of key performance and design skills can impact an audience and how vary according to genre. In order to expand awareness of genre and historical tradition, a further range of plays will be workshopped with a view to selection and staging as focus of the performance exam.

Students show range of theatrical awareness in implementation of ideas both onstage and in the portfolio.

- Component 3 – revision for Component 3 written paper - ref Comp 2 textual interpretation

Students revise and are steered towards improvement in the skills of explanation, exemplification, analysis and evaluation, using the streamed performance used in the previous year as a focus and all work completed on '1984'.

- Component 3– Live Theatre Evaluation

Feedback on live theatre evaluation in the mock will steer students towards more incisive analysis and evaluation of live theatre in the form of 'The Woman in Black'.

- Component 2 Performance from a Script

Students' theatrical awareness is extended over a greater range of genres and historical and cultural traditions when identifying a text for interpretation and performance in the practical exam.

**Is all of the NC Ks3 content taught in Year 7 & 8? If not, where is this made up?**

All aspects of Drama provision within the context of English, as defined by the National Curriculum, are addressed at Key Stage 3.

**Beyond Key Stage 4?**

Over Key Stage 5, the emphasis is on the integration of performance skills and the awareness of theatrical tradition and theory. Deeper analysis of production values and stronger critical awareness of potential dramatic interpretation of play texts also become more crucial, along with scrutiny of alternative interpretations through analysis of live theatre.

**Subject specific pedagogy statement;**



Drama is an art form whose heritage deeply informs both our culture and others. The study of Drama provides a skill set both particular to the subject and valuable in promoting oracy, self-expression and collaboration with others. Modelling is a key aspect of pedagogy, especially around the execution of practical and critical skills. The emphasis across all lessons and units is to gain maximum impact through teacher modelling and scaffolding and then reduce it, thus passing the baton of understanding to students, just to add another metaphor. The individual based approach is paramount with differentiated learning outcomes and regular feedback tailored to the needs of individual students. Tools of student empowerment include 'mantle of the expert' and hot seating. The very nature of Drama is such that it places students in roles that extend their social, psychological and, of course, theatrical awareness.