



Year 10 Drama

Curriculum Leader: Mrs Carly Howard

Exam Board: AQA

The Drama department has high expectations of all of our students. We aim to encourage and engage students to be creative and become confident in developing and performing work they have generated through enquiry, exploration and evaluation. The curriculum and enrichment provision provide students with the opportunity to explore and experience a broad spectrum of theatre, developing their knowledge and understanding of drama as an art form and developing life-long learning skills for independence, collaboration and communication. Using a holistic approach, our goal is to challenge young people, through the act of 'play' allowing them to explore ideas from different perspectives, develop empathy and a greater sense of the world around them.

Topics to be covered in Year 10

	Term 1	Term 2	Term 3
Topics to be covered	Characteristics of Text • Introduction to GCSE Drama • Exploration and application of physical and vocal skills • Character motivation and subtext • Design elements • Features of a play • Rehearsal techniques • Style Live Theatre Review • Physical and vocal skills • Use of space • Analysis and evaluation	Blood Brothers • Explore and understand character, narrative and contextual elements • Application and description of physical and vocal skills • Stage Space and interaction skills • Mock performance Component 2 - Devising Drama (40%) • Analysis and evaluation for their own work • Development and collaboration within a group environment • Creating ideas to communicate meaning	Component 2 - Devising Drama Portfolio (40%) • Analysis and evaluation for their own work • Development and collaboration within a group environment • Creating ideas to communicate meaning • Realise artistic intentions in devised Drama
Key vocabulary	Describe, explain, adjectives and verbs to enhance description of physical and vocal skills. Intention, effect, collaboration, response, symbolism, atmosphere, mood, research, character, communicate, subtext, motivation, conflict, tension Analysis Character Plot, subtext Context Interpretation Communication Audience Stage configurations Stage position Theatrical skills Design	Devised, dialogue, rehearse, style, genre, motif, levels, hot-seating, role on the wall, forum theatre, narration, improvisation, flashback, thought tracking, verbatim, choral speech, marking the moment, sound collage, transition, intonation, stylised, abstract, naturalistic, linear, episodic, cyclical	Analysis Evaluate Development Communication Effect Meaning Message Physicality Research Devised, dialogue, rehearse, style, genre, motif, levels, hot-seating, role on the wall, sound collage, transition, intonation, forum theatre, narration, improvisation, flashback, thought tracking, verbatim, choral speech, marking the moment, n, stylised, abstract, naturalistic, linear, episodic, cyclical
Skills to be developed	• Characters of performance texts and dramatic works based on genre and style of a performance • Social, Cultural and historical contexts on Blood Brothers • Interpretation of a playwright's work	• Carry of Research • Vocal skills • Physical skills • Ability to interpret and develop a character appropriate to the demands of the performance • Create and communicate meaning using devising techniques	• Analyse and evaluate their own process or creating a devised performance • Create and communicate meaning to an audience • Realise artistic intention in devising drama • Vocal Skills • Physical Skills

	Term 1	Term 2	Term 3
Skills to be developed	• How meaning is interpreted and communicated. • Drama staging and terminology and how to use it appropriately. • How to explore a script and understand character motivation and subtext.	• Use and application of different rehearsal and devising techniques. • Developing their own ideas and collaborating with others. • Refining and amending their work. • Evaluation and Analysis.	• Stage space and interaction Skills. • Playwriters intentions. • Analyse and evaluate a Live Theatrical Performance.
Opportunities for revisiting previous learning	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/devising.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/devising.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/devising.
When will formal assessment of progress take place?	Live Theatre review exam style questions. Mock devised performance.	Practice questions on Blood Brothers based on mock questions form the Component 1 exam. Mock scripted performance.	NEA coursework sections 1 and 2. Mock performance of devised work.

Year 10 Useful Resources

Website Links

www.nationaltheatre.org.uk - Quality performance examples and video resources to support performance, devising and design.

www.bbc.co.uk/blast - Site for young people and the arts (page dedicated to dance).

www.artsaward.org.uk - Arts Award, a new accreditation which supports young artists and young arts leaders and leads to qualifications at level 1, 2 and 3.

www.aqa.org.uk

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information

If you would like to contact the Drama Department please email: drama@gilberd.com.

The Gilberd School

Brinkley Lane, Colchester, Essex CO4 9PU

Tel: 01206 842211

