

**Curriculum Intent:** In year 10, pupils will build on the practical and writing skills developed at KS3; honing and developing them for success at GCSE. The main focus of year 10 is to prepare students for C1 and C3 (devising and written components of the exam: **AO1, 2 3 and 4**). They must understand how different aspects of drama are used to communicate meaning to the audience (**AO1 and 3**). Students further their understanding of key drama practitioners in order to apply their theories to their practical work, as this is a necessary requirement across all areas of the GCSE (**AO3**). Students will explore An Inspector Calls in order to answer questions on it for their C3 written exam (**AO 3 and 4**). They will also have the opportunity to attend a live theatre performance as part of this component. By the end of year 10, students will have completed their C1 performance and evaluated it (**AO1, 2, 3 and 4**).

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p> <p><u>Introduction to GCSE and Mock C1 / Devising</u></p> <p>Team building exercises are explored during the first couple of weeks in order to establish an effective and productive dynamic in the group. Students work towards a performance based on a stimulus using physical theatre as a genre. Students will explore a stimulus as part of their mock devising assessment. They will gain a more in depth understanding of Brecht and Epic Theatre in order to apply his theories to their performances. Students will develop a portfolio to support their practical work as well as complete a written evaluation.</p>	<p><u>Text and mock C3. Exploring Live Theatre</u></p> <p>Students are to study a full text in preparation for the written exam. This is currently DNA but will be changing in 2023 under exam regulations. Students will gain an in depth knowledge of the play as directors, designers and actors in order to answer exam questions on it. The play will be explored from practical and technical aspects.</p> <p>Students will attend a live theatre performance and prepare how to write a response to this as part of their C3 exam</p>	<p><u>Understanding practitioner influence.</u></p> <p>Students will explore Stanislavski and Artaud in order to inform their chosen performance style and genre when completing their C1 and C2. They will participate in workshops which will reinforce the written theory lessons so that they can apply their learning to their practical work.</p> <p><u>Careers Week</u></p> <p>Students will participate in workshops, which look at pathways and careers in the entertainment industry. Potential for alumni visit dependent on availability</p>	<p><u>C1: Devising Drama</u></p> <p>Students will begin the devising process using a range of stimuli given to them by the exam board. They will research and develop ideas for their performance whilst creating a portfolio that charts the different stages of the devising process. Students explore different methods of rehearsing and developing their work.</p>	<p><u>C1 Devising Drama:</u></p> <p>Students will finalise their performances, which will be filmed under exam conditions. A written evaluation is planned and completed under controlled conditions.</p>	<p><u>Bring a script to life</u></p> <p>Students will explore a variety of different styles of scripts in order to develop skills, which will support their practical exam (C2). They will understand how different genres require different skills and be able to apply these during their development of these extracts. Students will start to consider which genre suits their acting style best.</p> <p><u>Industry Week (Careers):</u></p> <p>Students will spend time looking at career pathways related to drama and the creative industries. They will be provided with opportunities to meet representatives from the industry.</p>	
<p><b>Key Vocabulary</b></p>	<p>Physical theatre. Team work. Dynamic. Transitions. Trust. Skills.</p>	<p>Diegetic. Non-diegetic. Sound. Lighting. Proxemics. Character. Movement. Vocal skills. Rehearsal techniques</p>	<p>Stanislavski and his method. Artaud and Theatre of Cruelty. Naturalism. Immersion. Audience impact</p>	<p>Devising. Rehearsal techniques. Hot seating. Vocal warm ups. Physicality. Stimulus</p>	<p>Devising. Performance Evaluation. SFX. Lighting. Staging. Costume.</p>	<p>Script. Comedy. Tragedy. Physical realisation. Physical comedy. Genre and performance style. Artistic Intentions</p>

	Brecht. Alienation. V-effekt, Devising. Epic Theatre. Proxemics					
<b>Assessment</b>	<p>Practical performance <b>(AO2)</b> is marked using the C2 assessment criteria. Written evaluations are marked using the C1 evaluation criteria <b>(Ao4)</b></p> <p>The mock C1 will be marked using the practical <b>(AO2)</b>, portfolio <b>(AO1 and 3)</b> and the evaluation <b>(AO4)</b> exam assessment criteria.</p>	<p>Past paper questions will be marked using the resources made available on the Eduqas website. Assessments will be moderated across KS4 teaching staff.</p>	<p>Students will create a performance using both theatrical genres. Both will be assessed using the C2 criteria</p> <p><b>AO3</b> will be demonstrated through the use of writing artistic intentions</p>	<p><b>AO1, 2 and 4</b> will be marked using the C1 devising assessment criteria. Students will continue to peer and self evaluate all aspects of their practical work.</p>	<p><b>AO1, 2 and 4</b> will be marked using the C1 devising assessment criteria. Students will continue to peer and self evaluate all aspects of their practical work.</p>	<p>Student performances will be assessed using the C2 assessment criteria. The focus will be on creating a performance that uses skills which match their chosen genre/performance style.</p> <p><b>AO3</b> will be assessed by students artistic intentions</p>

**Curriculum Intent:** In year 11, pupils will build on the understanding, knowledge and skills from year 10. Pupils will spend time consolidating the work from year 10 (C1) and then work towards their practical exam (C2 **AO2**) through exploring different scripts and genres. Students are encouraged to explore a wide range of scripts before choosing one that suits their acting skills. Students realise this performance for an external examiner after rehearsing and completing their **artistic intentions (AO3)**. Students will be confident in realising their vision for their play based on their previous learning experiences and their understanding of how to create drama as an **actor, director and designer**. Students will have developed their resilience and professionalism performing in this manner and this will help them hone the transferable skills that are **implicitly embedded** throughout the drama curriculum. Students will complete their final written exam, which will consolidate their learning and understanding across the whole curriculum (**AO1, 3 and 4**). They will answer questions on their set text as well as a piece of live theatre, demonstrating their understanding of theatre from an acting, directing and designing perspective (**AO1, 3 and 4**).

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p> <p><u>Consolidation of C1 and Skills applications for performance, including technical aspects of drama (C2):</u></p> <p>The term will begin with students consolidating their work on C1. This will include finalising illustrative material as well as portfolio amendments. Students will then look at the design elements of drama as well as consolidating their understanding of how to prepare for C2. Students will prepare a script for a mock C2 performance</p>	<p><u>Text and C3 prep:</u></p> <p>Students will explore their C3 text through practical workshops that will then support the written practise papers they will complete as part of their exam prep. Students will understand how to approach the performance of the text from a director, designer or actors perspective. Students will recap their knowledge and understanding of a piece of live theatre.</p>	<p><u>C2 practical exam exploration and prep:</u></p> <p>Students will participate in workshops exploring a variety of text options in order to understand what genre they want to perform for their practical exam. Students will approach the exam as directors, designers and actors ensuring that they have a clear and concise artistic intention which will be used as part of their assessment.</p>	<p><u>C2 exam and C3 revision:</u></p> <p>Students will finalise their performances and then take part in the practical exam. Once this is complete they will then go back to revising for the C3 exam. They will do some workshopping of the text, but the majority of revision will be practise papers and questions.</p>	<p><u>C3 revision:</u></p> <p>Students will continue to revise up until their C3 written exam in May.</p>		
<p><b>Key Vocabulary</b></p> <p>Diegetic and non-diegetic sound. Lighting and sound design. Artistic Intentions. Characterisation. Script. Performance style.</p>	<p>Proxemics. Character. Movement. Vocal skills. Rehearsal techniques</p>	<p>Proxemics. Character. Movement. Vocal skills. Rehearsal techniques. Artistic Intentions</p>	<p>Proxemics. Character. Movement. Vocal skills. Rehearsal techniques. Diegetic and non-diegetic sound. Gobos. Profile Spotlight. Fresnals.</p>	<p>Diegetic and non-diegetic sound. Gobos. Profile Spotlight. Fresnals Proxemics. Character. Movement. Vocal skills. Rehearsal techniques Is.</p>		

<p><b>Assessment</b></p>	<p>Final feedback for portfolio of evidence (AO1) and written adaptations.  <b>AO1, 2 and 4</b> will be marked using the C1 devising assessment criteria. Students will continue to peer and self-evaluate all aspects of their practical work.</p>	<p><b>AO3 and AO4</b> are assessed by past papers, essay style questions and short answer questions.</p>	<p><b>AO2</b> is assessed by an external examiner. Class teachers carry out their own informal assessment of the performances for quality assurance purposes.</p>	<p><b>AO2</b> is assessed by an external examiner. Class teachers carry out their own informal assessment of the performances for quality assurance purposes.  <b>AO3 and AO4</b> are assessed by past papers, essay style questions and short answer questions.</p>	<p><b>AO3 and AO4</b> are assessed by past papers, essay style questions and short answer questions.</p>	
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