

### DRAMA Curriculum: Year 10

Year 10		Term 1	Term 2	Term 3
<b>Drama</b>	<b>Topic</b>	C1 – DEVSING	Completing C1, starting C3 Section B and doing some C3 Section A mock work	C3 Section A and rehearsing for school production
	<b>Why this and why now?</b>	As the C2 performance is examiner assessed with a visit in Year 11 between January and March, and C3 is a written exam at the end of Year 11, working backwards it makes sense to prepare C1 in Term 1, and perform the piece as soon as it is ready...	...then complete the coursework at the start of Term 2, then prepare for C3 written work and its big concepts from then.	The school production is a mock for C2 and continues to provide the students with Cultural Capital of being in an artistic presentation to an audience outside of their peers.
	<b>What is the essential knowledge that needs to be remembered?</b>	<p>C1: Students are required to know and understand the following: ● characteristics of dramatic work including genre, structure, character, form, style, and language ● how meaning is communicated and interpreted through: o performance conventions o use of space and spatial relationships on stage o relationships between performer and audience. All students must explore the processes by which devised performance is developed and demonstrate the following skills to create and communicate meaning through: ● research ● developing ideas and intentions ● rehearsing, refining and amending work in progress for performance.</p> <p>Students' research should include (where relevant) an investigation of: ● social, historical and cultural contexts ● theatrical conventions ● current themes and trends ● issues and controversies.</p>	<p>The same as Term 1 for C1.</p> <p>C3 Section B: Students are required to: ● recognise and understand how theatrical choices are used by theatre makers to create impact ● understand how the meaning of a text can be interpreted and communicated to an audience ● use appropriate vocabulary and subject-specific terminology. Skills Students must develop the ability to: ● analyse and evaluate the work of theatre makers ● form critical judgements about live theatre based on their understanding of drama and theatre ● analyse and evaluate the ways in which different performance and production elements are brought together to create theatre ● analyse and evaluate the work of others.</p> <p>C3 Section A: Students must practically consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including: ● acting style and purpose, including vocal and physical skills ● set and props, including stage furniture and personal props ● lighting and sound, including colour and music ● costume, makeup and masks as appropriate ● use of stage space and spatial relationships, including levels and entrance</p>	<p>C2: Performers must gain knowledge and understanding to explore how meaning is communicated through: ● themes, issues, performance conventions ● genre, structure, form, style, language and stage directions ● character relationships ● character development. Performers must develop skills in: ● how meaning is communicated and interpreted through: o the use of voice, physical and non-verbal techniques (such as facial expression and gesture) o use of space and spatial relationships o the presentation of characters/roles o relationships between performer and audience o production elements, such as set (including props), costume, lighting and sound. Also: ● characterisation ● voice: use of clarity, pace, inflection, pitch and projection ● physicality: use of space, gesture, facial expression, stillness and stance ● communicating creative intent to audience ● communication with other performers and/or with the audience. Performers must understand how performance is created from a text. They should demonstrate the skills through: ● developing</p>

			<p>points • intended impact and meaning for the audience. Students must contribute to exploration of the performance text, so that they are able to offer possible interpretations from the perspective of performer, director or designer. Students should consider the potential for staging the text. They must explore and develop an understanding of how performers, directors and designers influence performance style, design elements and staging, to communicate meaning to an audience. Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Drama Specification – Issue 4 – June 2021 © Pearson Education Limited 2021 49 Practical work should involve gaining knowledge and understanding to explore:</p> <ul style="list-style-type: none"> <li>• the playwright’s use of meaning, genre, structure, character, form, style, language and stage directions for communication between performer and audience</li> <li>• vocal and physical interpretation of character</li> <li>• design elements, including staging and visual communication, costume, lighting, set and sound</li> <li>• sketches and drawings to represent stage space</li> <li>• performance style and theatrical devices.</li> </ul> <p>Knowledge and understanding Students are required to:</p> <ul style="list-style-type: none"> <li>• understand the practices used in twenty-first century theatre-making</li> <li>• understand production elements and theatrical conventions</li> <li>• understand the role of theatre makers in contemporary practice including performers, directors and designers</li> <li>• understand how the meaning of a text might be interpreted and communicated to an audience</li> <li>• understand social, historical and/or cultural contexts including the theatre conventions of the period which the text was created and performed*</li> <li>• use appropriate vocabulary and subject-specific terminology.</li> </ul> <p>Skills Students must develop the ability to:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate the work of theatre-makers</li> <li>• recognise specific challenges for performers, directors and designers based on their own experiences in exploring the chosen text</li> <li>• analyse and evaluate the ways in which different</li> </ul>	<p>interpretations independently and collaboratively • the development of specific artistic intentions • learning lines, rehearsing, amending and refining text extracts in progress for performance • performing to an audience</p> <p>Students should take into consideration any health and safety implications as appropriate.</p>
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		performance and production elements are brought together to create theatre • use subject-specific terminology in discussing their work as theatre makers. Students must also be aware of, and be able to use appropriate subject-specific terminology	
<b>What is the assessment intent and how will you assess?</b>	<p>A <u>15-20minute performance to an audience</u>, either at the end of this Term or the start of next term.</p> <p>The C1 Devising performance criteria covers: Performance skills and use of space. Developed character contributing to the piece, performed with focus, energy and confidence. Communication of creative intention, genre and style.</p> <p>A <u>portfolio, only Qs1-4</u> at this point. The C1 Devising portfolio criteria covers: Creating and developing ideas to communicate meaning for theatrical performance Analysis and evaluation</p>	<p><u>The same as Term 1</u>, but portfolio including all Qs1-6.</p> <p><u>Mock answers</u> on C3 Section B and Section A. This is marked against the exam mark scheme.</p>	<p>The <u>school production performance</u> to an audience. This is marked according to C2 grading criteria: -Vocal &amp; physical skills -Characterisation &amp; communication -Artistic intention and style/genre/theatrical conventions <u>Mock answers</u> on C3 Section B and Section A. This is marked against the exam mark scheme.</p>
<b>What does the end point look like?</b>	The Year 10s create a 15-20minute devised piece from a stimulus applying developed character, style, form, plot, language and structure to communicate a message to an audience. Students write a portfolio of 6 questions (only answering Qs1-4 in Term 1) in response to their practical work, reflecting on their process, analysing and evaluating it.	<p>The Year 10s perform their devised piece to an audience. The students complete their portfolio, improving questions 1-4 and writing and developing Qs5 &amp; 6.</p> <p>The Year 10s are able to watch critically a live piece of theatre and write analysis and evaluations of the performance skills and production elements in the production.</p> <p>The Year 10s are able to write responses about how to perform, design and direct extract from an entire play, applying its context.</p>	The Year 10s are able to take a play from page to develop the characters on stage in their context, communicating with performance skills and use of space in an ensemble, performing in front of an audience.
<b>How does it cover the NC?</b>	C1 Over the whole year, to support the holistic school curriculum, students engage in Cultural Capital throughout and rapidly engage with Personal Development.	C1 completion and preparing for C3 Section B and C3 Section A	C3 Section A and rehearsing for school production prepares students for C2