



Year 10 Drama Curriculum

| Year 10 | | Term 1 | Term 2 | Term 3 |
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| Performing Arts | Topic | Introduction to GCSE Drama | 'DNA' By Denis Kelly | Monologues & Duologues 'Blood Brothers' |
| | Why this and why now? | <p>This first term acts as a baseline assessment in order to revisit the main performances skills and dramatic techniques learned in KS3.</p> <p>Pupils are introduced to the course and provided information on the exam board, the specification requirements and the structure of the course going forward.</p> <p>Exploring Component 1</p> <p>Pupils are introduced to Component 1: Devising. Performance groups are chosen, and pupils begin the rehearsal process in response to a given stimulus. Pupils are introduced to exam board regulations including group size and performance time/ Pupils are also introduced to the written portfolio and given sentence starter and guidance on how to complete the written part of the component. The portfolio will follow pupils throughout each part of the rehearsal</p> | <p>Exploring Component 3</p> <p>Pupils are introduced to Component 3: Externally set assignment. The unit is comprised of two sections.</p> <p>Section 1 requires pupils to study a chosen play. The play chosen this year is 'DNA' by Denis Kelly. In preparation for Section 1, the play is studied in terms of the historical context, characters, themes and narrative.</p> <p>Section 2 requires pupils to write about a live theatre production they have seen. In preparation for Section 2, pupils will write about a 'National theatre live' production that will be streamed straight into the classroom.</p> | <p>Exploring Component 2</p> <p>Pupils are introduced to Component 2: 'Performance from text'. Pupils must choose two monologues (or one monologue and one duologue) from a chosen text. Pupils must perform both pieces to an examiner in year 11 and the Component carries a 20% weighting.</p> <p>During year 10, pupils will explore a range of monologues from the text and rehearse each piece to find the one that best suits the needs of the performer. We will film rehearsal to allow for self-reflection and peer feedback. Pupils will also work on characterisation through practical exploration and written work such as 'role on the wall' and mind mapping.</p> |
| | What is the essential knowledge that needs to be remembered? | <ul style="list-style-type: none"> Dramatic techniques revisited Introduction to specification and course structure Expectations in GCSE Drama Forming a performance group How to respond to a stimulus | <ul style="list-style-type: none"> Introduction to 'DNA' by Denis Kelly Social/historical context of 'DNA' Key characters within 'DNA' | <ul style="list-style-type: none"> Introduction to the chosen text. Including themes, historical and social context, narrative and key characters Line learning Self-reflective performance analysis |
| | What is the assessment intent and how will you assess? | <p>Both coursework, performance work and the final examination will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> AO1: Create and develop ideas to communicate meaning for theatrical performance (20%). AO2: Apply theatrical skills to realise artistic intentions in live performance. (30%). | <p>Both coursework, performance work and the final examination will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> AO1: Create and develop ideas to communicate meaning for theatrical performance (20%). AO2: Apply theatrical skills to realise artistic intentions in live performance. (30%). | <p>Both coursework, performance work and the final examination will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> AO1: Create and develop ideas to communicate meaning for theatrical performance (20%). AO2: Apply theatrical skills to realise artistic intentions in live performance. (30%). |

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| | <ul style="list-style-type: none"> • A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%) • A04: Analyse and evaluate their own work and the work of others. (20%) | <ul style="list-style-type: none"> • A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%) • A04: Analyse and evaluate their own work and the work of others. (20%) | <ul style="list-style-type: none"> • A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%) • A04: Analyse and evaluate their own work and the work of others. (20%) |
| What does the end point look like? | Students will have developed their knowledge with a focus on GCSE exam Performance technique. Students will be able to apply knowledge of the dramatic skills and performance techniques in their own performance work and to show their understanding | Students will have developed their knowledge with a focus on GCSE exam Performance technique. Students will be able to apply knowledge of the chosen text in their own performance work and to show their understanding | <p>Students will have developed their knowledge with a focus on GCSE exam Performance technique. Students will be able to apply knowledge of the chosen text in their own performance work and to show their understanding</p> <p>Students will be able to showcase their ability to rehearse and perform independently when delivering a monologue</p> <p>Students will be able to showcase their ability to rehearse and perform alongside another performer when delivering a duologue</p> |
| How does it cover the NC? | <ul style="list-style-type: none"> • A01: Create and develop ideas to communicate meaning for theatrical performance (20%). • A02: Apply theatrical skills to realise artistic intentions in live performance. (30%). • A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%) • A04: Analyse and evaluate their own work and the work of others. (20%) | <ul style="list-style-type: none"> • A01: Create and develop ideas to communicate meaning for theatrical performance (20%). • A02: Apply theatrical skills to realise artistic intentions in live performance. (30%). • A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%) • A04: Analyse and evaluate their own work and the work of others. (20%) | <ul style="list-style-type: none"> • A01: Create and develop ideas to communicate meaning for theatrical performance (20%). • A02: Apply theatrical skills to realise artistic intentions in live performance. (30%). • A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (30%) • A04: Analyse and evaluate their own work and the work of others. (20%) |

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| | | | | <p>developed and performed. (30%)</p> <ul style="list-style-type: none">• A04: Analyse and evaluate their own work and the work of others. (20%) | <p>work and the work of others. (20%)</p> |
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