

Year 10 Drama Curriculum Rationale

In Years 10 and 11 we follow the Eduqas GCSE Drama specification. The course itself is broken down into three assessed components which are covered several times across the two years before the actual assessment takes place. The focus of lessons is primarily practical, with all elements of the course utilising practical exploration at the centre of all work covered. We ensure all students have the opportunity to practice all of assessed in order for them to realise the demands of the assessment and to arm themselves with strategies to maintain momentum during moments of challenge. This is especially important when focusing on Component 1 (devising) where students need to create unique and original theatre that is much longer than that which is done in KS3.

The wider world of theatre is important in the delivery of the Drama qualification, so we ensure students have opportunities to both explore work of theatre practitioners and to see live theatre, both face to face and streamed.

Unit	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, and recommended reading
Year 10	Developing collaborative working	As students are from different bands		Oracy focused on in all lessons -	ACPs Strategy planning, self-	
Term 1 7 weeks	practices.	across year 9, it is important that a		need for clarity when presenting	regulation, Imagination, Originality, fluent	
Introductory workshops		sense of safety and trust is developed as soon as possible. Workshops are		work. Literacy – decoding a text, making informed	thinking, automaticity Connection Finding. VAAs Empathy,	
Mini devising Unit		planned to develop a sense of ensemble.		judgements based on information	Collaborative working, Creative and Enterprising, Risk taking,	
	Exploring a stimulus	Students use a prior exam board stimulus and are guided through how to explore a stimulus and to extrapolate themes. They also need to formulate	Assessed against the practical performance criteria for C1 – groups aim for the length of their performances to meet the minimum time requirements for the	given. PHSE — depending on chosen theme for exploration	Practice	Independent research on the chosen theme and topic for exploration



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		an aim for their piece that they need to work towards. This creates a foundation for all explorative work across the two years and prepares the students for the real C1.	component i.e., group of 2 = 5 mins, 3 = 7 mins, 4 = 9 mins, 5 = 11 mins.			
Year 10	Evaluating devised	Students are		Oracy focused	ACPs	
	work	expected to		on in all lessons -	Strategy planning, self-	
Term 2		evaluate their work		need for clarity	regulation, Imagination,	
7 weeks		in progress to ensure their work		when presenting work.	Originality, fluent	
Complete mini		achieves the aims of		Literacy –	thinking, automaticity Connection Finding.	
devising unit.		their piece.		decoding a text,	VAAs	
devising unit.		their piece.		making informed	Empathy,	
	Performing devised	Performing work	Assessed against the	judgements	Collaborative working,	Independent research on
	work	using both the	practical	based on	Creative and	the chosen theme and
		timings and criteria	performance criteria	information	Enterprising, Risk taking,	topic for exploration
		will give students a	for C1 – groups aim	given.	Practice	
		clear understanding	for the length of	PHSE –		
		of the demands of	their performances	depending on		
		the component in	to meet the	chosen theme for		
		preparation for the	minimum time	exploration		
		actual assessment.	requirements for the			
			component i.e.,			
			group of $2 = 5$ mins,			



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Practice Component 2	Realising a playscript on stage	Students will move into small performance groups and begin to explore an allocated section of 'Find Me'. This not only gives them an opportunity to realise a playscript (linking to Component 2), it also allows them to begin to explore and familiarise themselves with the set text for Component 3.	3 = 7 mins, 4 = 9 mins, 5 = 11 mins.			'Strike up the Banns', 'Loved', 'Mothering Sunday' (all by Olwen Wymark)
Year 10	Creating a set design	In groups, students	Low stakes	Oracy focused	ACPs	Line Learning.
Term 3		need to create a set design that can be	assessment – presentation and	on in all lessons - need for clarity	Self-regulation Strategy planning, seeing	Research into original
6 weeks		used to the whole piece. This helps	Q&A about potential designs	when presenting work.	alternative perspectives, evolutionary and	productions of chosen set text.
Practice		prepare ideas for			revolutionary thinking.	
Component 2		Component 3 where there will be a design focus to some of the		Literacy – decoding a text, making informed judgements	Automaticity, Accuracy, Precision, Originality VAAs Collaborative, confident,	Set design.
		questions. It also		based on	Risk taking, resilient	



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	Releasing a playscript on stage.	helps develop an understanding of the practicalities and semiotics of set design Parents are invited in to watch the production of 'Find Me' allowing all students to gain performance experience in front of an audience in the space where all assessed performances (C1 and C2) will take place. Performances will take place around the last week of term.	C2 practical performance exam criteria.	information given. Reading, editing. PHSE – mental health, rule of law, relationships.		
Year 10	Brecht workshops	C1 performances need to be done in		Oracy focused on in all lessons -	ACPs Strategy planning,	Research into Brecht and his style, past
Term 4		the style of a		need for clarity	imagination, accuracy,	productions etc
6 weeks		recognised theatre		when presenting	precision, intellectual	
		practitioner or		work.	confidence	
		company.			VAAs	
		Workshops focus on		Literacy –	Collaborative working,	
		both Brechtian		decoding a text,	creative and enterprising,	



Unit	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, and recommended reading
	Launch Component 1	philosophies and techniques in order for students to apply those to their C1 pieces. Doing this now means that when exploring the stimuli, they can link areas of exploration to Brecht's social, moral or political message. Having worked on a practice C1 in Term ½, students are led through the exploration of all four stimuli provided by the board. Group choices are determined by the choice of stimulus rather than any other criteria in order to make the written element of the component	Low stakes assessment – regular watching and feedback of devised work (peer and teacher)	making informed judgements based on information given. Reading, editing.	perseverance, Confidence	Individual research based on the different stimuli.



Unit:	Core knowledge/skill development	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning, enrichment, and recommended reading
Year 10	Continue to work on	Full term developing	Low stakes	Oracy focused	ACPs	Line learning, research
Term 5 6 weeks	Component 1.	and refining the devised piece. Focus on ensuring the techniques of Brecht are used within the piece. Mock performances take place week before half term. Assessed against C1 practical criteria and clear feedback given with points to improve.	assessment – regular watching and feedback given to develop the piece. Mock assessment against GCSE criteria.	on in all lessons - need for clarity when presenting work.	Strategy planning, imagination, accuracy, precision, intellectual confidence VAAs Collaborative working, creative and enterprising, perseverance, Confidence	based on chosen topic.

End of Year 10