

Year 10 & 11 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 KS 3.

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	Focus ACP and VAA development:	Home learning, enrichment, and recommended reading
<p>Year 10</p> <p>Term 1</p> <p>7 weeks</p> <p>Introductory workshops</p> <p>Mini devising Unit</p>	<p>Developing collaborative working practices.</p>	<p>As students are from different bands across year 9, it is important that a sense of safety and trust is developed as soon as possible. Workshops are planned to develop a sense of ensemble.</p>	<p>Assessed against the practical performance criteria for C1 – groups aim for the length of their performances to meet the minimum time requirements for the component i.e., group of 2 = 5 mins, 3 = 7 mins, 4</p>	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on information given.</p>	<p>ACPs Strategy planning, self-regulation, Imagination, Originality, fluent thinking, automaticity VAAs Empathy, Collaborative working, Creative</p>	<p>Independent research on the chosen theme and topic for exploration</p>

			= 9 mins, 5 = 11 mins.	PHSE – depending on chosen theme for exploration	and Enterprising, Risk taking, Practice	
Year 10 Term 2 7 weeks Practice Component 2	Creating a set design Releasing a playscript on stage.	In groups, students need to create a set design that can be used to the whole piece. This helps prepare ideas for Component 3 where there will be a design focus to some of the questions. It also helps develop an understanding of the practicalities and semiotics of set design 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	Low stakes assessment – presentation and Q&A about potential designs C2 practical performance exam criteria.	Oracy focused on in all lessons - need for clarity when presenting work. Literacy – decoding a text, making informed judgements based on information given. Reading, editing. PHSE – mental health, rule of law, relationships.	ACPs Self-regulation Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking. Automaticity, Accuracy, Precision, Originality VAAs Collaborative, confident, Risk taking, resilient	Line Learning. Research into original productions of chosen set text. Set design.

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.

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 Week 2 of
term 3.

<p>Year 10</p> <p>Term 3</p> <p>6 weeks</p> <p>Complete mini scripted unit</p> <p>Practice Component 1</p>	<p>Performing scripted work</p> <p>Exploring a stimulus</p>	<p>Performing work using both the timings and criteria will give students a clear understanding of the demands of the component in preparation for the actual assessment.</p> <p>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 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.</p>	<p>Assessed against the practical performance criteria for C1 – groups aim for the length of their performances to meet the minimum time requirements for the component i.e., group of 2 = 5 mins, 3 = 7 mins, 4 = 9 mins, 5 = 11 mins.</p>	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on information given.</p> <p>PHSE – depending on chosen theme for exploration</p>	<p>ACPs Strategy planning, self-regulation, Imagination, Originality, fluent thinking, automaticity Connection Finding.</p> <p>VAAs Empathy, Collaborative working, Creative and Enterprising, Risk taking, Practice</p>	<p>Independent research on the chosen theme and topic for exploration</p> <p>‘Strike up the Banns’, ‘Loved’, ‘Mothering Sunday’ (all by Olwen Wymark)</p>
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<p>Year 10</p> <p>Term 4</p> <p>6 weeks</p>	<p>Brecht workshops</p> <p>Launch Component 1</p>	<p>C1 performances need to be done in the style of a recognised theatre practitioner or company. Workshops focus on both Brechtian 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 1½, students are led through the exploration of all four stimuli provided by the board. Group choices are determined by the</p>	<p>Low stakes assessment – regular watching and feedback of devised work (peer and teacher)</p>	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on information given. Reading, editing.</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence</p> <p>VAs Collaborative working, creative and enterprising, perseverance, Confidence</p>	<p>Research into Brecht and his style, past productions etc...</p> <p>Individual research based on the different stimuli.</p>
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		choice of stimulus rather than any other criteria in order to make the written element of the component				
Year 10 Term 5 6 weeks	Continue to work on Component 1.	Full term developing 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.	Low stakes assessment – regular watching and feedback given to develop the piece. Mock assessment against GCSE criteria.	Oracy focused on in all lessons - need for clarity when presenting work.	ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAs Collaborative working, creative and enterprising, perseverance, Confidence	Line learning, research based on chosen topic.
Year 10 Term 6 7 weeks	Performances of C1 pieces. Evaluations Complete first draft of the Portfolio of Evidence	Performances take place two or three weeks into term to allow students ample time to work on targets set in the mock performances.	Assessment – C1 practical criteria (10% of GCSE)	Oracy focused on in all lessons - need for clarity when presenting work. Literacy Reading, editing, writing for purpose.	ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence	Line learning, research based on chosen topic. Evaluation note preparation.

		<p>(10% of GCSE assessment)</p> <p>Two weeks are spent creating notes for the C1 evaluation which takes place under controlled conditions with the aim of this happening in week 5 (10% of GCSE assessment)</p> <p>Students complete outside of lessons their first draft of the Portfolio of evidence. This is marked and handed back with feedback to be re-drafted over the summer holidays. We spend some lesson time going over the requirements of the coursework and give help sheets to students to support</p>	<p>Assessment – controlled conditions evaluation (10% of GCSE)</p> <p>Assessment – Portfolio of Evidence criteria (20% of GCSE)</p>	<p>Literacy Reading, editing, writing for purpose.</p>	<p>VAs Collaborative working, creative and enterprising, perseverance, Confidence</p>	<p>First draft of 'Portfolio of Evidence' writing.</p>
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		them in writing the first draft.				
<p>Year 11</p> <p>Term 1</p> <p>7 weeks</p>	<p>Complete drafts 2 and 3 of Portfolio of evidence.</p> <p>'Practical' theory work on 'Find Me'</p> <p>Launch C2 in last week of term.</p>	<p>Second draft is handed in at the end of the first week back in school. Marked and returned within two weeks. Deadline set for two weeks after the return. This means 40% of the GCSE assessment will be complete.</p> <p>Having staged a version of the set text, students will be led through a series of workshops that engage students in the main areas of focus (actor, designer, director). Annotations in these areas are made in the text to form the basis of future revision notes.</p>	<p>Draft 2 and final copy of Portfolio of assessment marked against C1 written criteria (20% of GCSE)</p> <p>Low stakes assessment – practical presentations of answers, quizzes etc...</p> <p>PPE based on section A of the written exam.</p>	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on information given. Reading, editing.</p>	<p>ACPs</p> <p>Self-regulation</p> <p>Strategy planning, seeing alternative perspectives, evolutionary and revolutionary thinking.</p> <p>Automaticity, Accuracy, Precision, Originality</p> <p>VAAs</p> <p>Collaborative working, Enquiring, Open minded, Risk taking, perseverance</p>	<p>Re-drafting of 'Portfolio of evidence'</p> <p>Preparation work for practical theory sessions on 'Hard to Swallow'</p> <p>Line learning.</p> <p>Research onto original productions of chosen C2. Extra rehearsal sessions.</p>

		Teachers choose groups and make suggestions of suitable texts for the groups to work on. Suggested texts are given so that students can read them fully over half term and make a decision regarding their text choice.				
Year 11 Term 2 7 weeks	Continue to work on C2 all term. One 'theory' lesson per fortnight.	Students continue to work on their practical performance exam throughout the term. 'Mock' performances are held between two and three weeks before the visiting examiner. Students re-visit Hard to Swallow using pro-forma to help focus note	Regular feedback given. Mark questions against C3 mark schemes	Oracy focused on in all lessons - need for clarity when presenting work. Literacy – decoding a text, making informed judgements based on information given. Reading, editing.	ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAAAs Collaborative working, creative and enterprising, perseverance, Confidence	Preparation work for practical theory sessions on 'Hard to Swallow' Line learning. Research onto original productions of chosen C2. Extra rehearsal sessions.

		taking and areas the exam may cover. We also look at communal essay planning and individual questions.				
Year 11 Term 3 6 weeks	C2 rehearsals every lesson. C2 practical performance exam (aim for week 5 or 6)	Students continue to work on their practical performance exam throughout the term. 'Mock' performances are held between two and three weeks before the visiting examiner.	Regular feedback given. Assessment criteria is used to focus the feedback given in the 'mock' performance.	Oracy focused on in all lessons - need for clarity when presenting work. Literacy – decoding a text, making informed judgements based on information given. Reading, editing.	ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAA s Collaborative working, creative and enterprising, perseverance, Confidence	Extra rehearsal sessions.
Year 11 Term 4 6 weeks	C3 written exam preparation	Students re-visit Find Me (section A) and Frankenstein (section B) using pro-forma to help focus note taking and areas the exam may cover. We also look at communal essay planning and individual questions.	Mark questions against C3 mark schemes	Oracy focused on in all lessons - need for clarity when presenting work. Literacy – decoding a text, making informed judgements based on information	ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence VAA s Collaborative working, creative and enterprising,	Revision of C3 set text focusing on the three main areas of actor, director and designer.

				given. Reading, editing.	perseverance, Confidence	
<p>Year 11</p> <p>Term 5</p> <p>7 weeks</p>	<p>C3 written exam preparation.</p> <p>Exam normally takes place in second week of May.</p>	<p>Students re-visit Find Me (section A) and Frankenstein (section B) using pro-forma to help focus note taking and areas the exam may cover. We also look at communal essay planning and individual questions.</p>	<p>Mark questions against C3 mark schemes</p>	<p>Oracy focused on in all lessons - need for clarity when presenting work.</p> <p>Literacy – decoding a text, making informed judgements based on information given. Reading, editing.</p>	<p>ACPs Strategy planning, imagination, accuracy, precision, intellectual confidence</p> <p>VAAs Collaborative working, creative and enterprising, perseverance, Confidence</p>	<p>Revision of C3 set text focusing on the three main areas of actor, director and designer.</p>