Overall Curriculum Goals

- Focus on theory of GCSE Drama ensuring in depth knowledge in relation to Component 1 set text and live theatre performance.
- Written skills reflection activities to improve exam technique.
- Component 3 reflection and analysis.
- Component 3 Scripted performance exploration of a range of texts, applying practitioner techniques to create engaging performances to be performed to an external examiner.
- Creation of believable characters, honing stage craft and performance skills showing deeper understanding of Drama skills and techniques.

Creation of believable characters, honing stage craft and performance skills sh Autumn 1 & Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Introduction to Devising Skills and Page	te to Mini Devising Project			Component 2 - Devising Development	Component 2 – Devising
Introduction to Devising Skills and Paj Stage Students will develop skills and understandir the theatre. practitioners Brecht, Stanislavski, Frantic Assembly and Artaud. - Learn how to effectively devise from a stim (in preparation for the Component 2 devising - How to deliver an effective performance be on a specific practitioner – Artaud's Theatre Cruelty. - How to work effectively in a team to build and relationships to deliver a high-quality performance. - How to use exemplar work as a tool to impown pieces. - Know the performance standards expected GCSE examination. Students will be expected to learn sections of material and apply a range of vocal, physical performing skills to create an engaging performance demonstrating their ability to a and sustain a character for performance.	Students will take the knowledge learnt in HT1 and apply it to a mock devising process to prepare them for their marked work in HT4. - Learn how to effectively devise from a stimulus (in preparation for the Component 2 devising unit) How to deliver an effective performance based on a specific practitioner — Artaud's Theatre of Cruelty How to work effectively in a team to build trust and relationships to deliver a high-quality performance How to use exemplar work as a tool to improve own pieces Know the performance standards expected of GCSE examination	Exploring Blood Brothers Students will read through the play as a class for a second time analysing scenes and characters. There will be a number of lessons used to explore the text practically, considering more about the characters in detail and how they would be played by actors in a professional production, understanding the affect they are trying to have on an audience. Students will then explore the chosen stimuli for their devising exam. A number of lessons will be spent exploring these in detail in preparation for the devising process.	Component 2 - Devising from a Stimulus Students are presented with a range of stimuli, relating to a thought-provoking theme/ topic. Students then research and create an original piece of drama in groups in response to the stimuli. - Negotiate and work as a team member to select a stimulus. - Work/rehearse effectively within time constraints under controlled assessment conditions. - Develop ideas within a chosen stimulus and in collaboration with team members. - Effectively determine strengths and areas for development in an extended rehearsal period. There will also be a written log (coursework) to accompany this which is up to 2,500 words, analysing and discussing in detail the development and progression of the devised piece.	Component 2 - Devising Development Students will continue to develop their devised pieces in their groups. In and amongst group rehearsal, students will continue to be exposed to other practitioners and theatre styles that can have influence on their work. Students will then enter the final stage of development for their pieces, finalising key elements of their work such as staging design, lighting, sound, and structure. No new material will be created, and preexisting material should be developed to a performance standard.	Component 2 – Devising Students will perform their devised performance pieces which will be recorded ready for submission to AQA in the following academic year. The remainder of the half term will focus on a mock assessment of Component 3 – Texts in Practice. Students will rehearse for a and perform a monologue/duologue under exam conditions.
Set Text/ Live Theatre	Set Text/ Live Theatre	Set Text/ Live Theatre	Set Text/ Live Theatre	Set Text/ Live Theatre	Set Text/ Live Theatre
The department uses a 'spaced learning approach' meaning that of lesson per fortnight focuses on the text/live theatre. In the other four lessons per fortnig students will continue to develop a rehearse their devised piece in the groups.	B of the Component 1 written exam. ht, nd	Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam. Students will also observe a piece of live theatre for analysis and evaluation of the theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam.	Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam. Students begin to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam.	Students continue to develop their understanding of the set text 'Blood Brothers' by Willy Russell for section B of the Component 1 written exam. Students continue to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam.	Students will be introduced to 'Billy Elliott the musical' which will be the focus of the Live Theatre Production section of the Component 1 written exam. Students continue to analyse and evaluate the piece of live theatre. Focussing on theatrical elements and how successfully meaning was communicated to the audience. linking to section C of the written exam.
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Stimulus Devising process Mask theatre Brown Paper Puppets Rehearsal techniques Physical Theatre/Frantic Assembly Improvisation Practitioner style/influence	and the second s	Method Acting Stanislavski Naturalism Characterisation Role on the Wall Hot Seating Actioning • Character Development Structure	Stimulus Target Audience Practitioner style/ influence Staging Material Development Sound/Lighting Character Development Structure	Stimulus Target Audience Practitioner style/ influence Staging Material Development Sound/Lighting Character Development Structure	Use of vocal & physical skills Playwright's intentions Practitioner techniques Inner monologue/ sub-text Staging/ blocking Emotion Memory Characterisation Actioning
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component 2 – Devising	Component 3 - Texts In Practice	Set Text/ Live Theatre	Set Text/ Live Theatre	Set Text/ Live Theatre	Component 1 Written Exam
					-
Students completed the practical element	Students will continue to develop their	Students continue to develop their	Students continue to develop their	Students continue to develop their	
of component 2 in the summer term.	chosen extracts for performance to an	understanding of the set text 'Blood	understanding of the set text 'Blood	understanding of the set text 'Blood	
	external examiner.	Brothers' by Willy Russell for section B of	Brothers' by Willy Russell for section B of	Brothers' by Willy Russell for section B of	
The focus for students is not to write in	1	the Component 1 written exam.	the Component 1 written exam.	the Component 1 written exam.	
detail about the creative process	Students must create convincing				
undertaken to achieve each of their	characters applying specific acting	Students continue to analyse and evaluate	Students continue to analyse and evaluate	Students continue to analyse and evaluate	
performances.	techniques to their work to demonstrate	the piece of live theatre. Focussing on	the piece of live theatre. Focussing on	the piece of live theatre. Focussing on	
	their knowledge and understanding of	theatrical elements and how successfully	theatrical elements and how successfully	theatrical elements and how successfully	
Students will watch their work back and	acting, staging and characterisation.	meaning was communicated to the	meaning was communicated to the	meaning was communicated to the	
analyse and evaluate their performance	1	audience. linking to section C of the	audience. linking to section C of the written	audience. linking to section C of the	
regarding key moments, linking to specific	1	written exam.	exam.	written exam.	
practitioners, styles of theatre and creative intentions.	1	Time will be spent looking at past GCSE	Time will be spent looking at past GCSE	Time will be spent looking at past GCSE	
intentions.	1	exam papers and developing exam writing	exam papers and developing exam writing	exam papers and developing exam writing	
This will be documented in their Devising	1	technique. Exam conditions will be	technique. Exam conditions will be	technique. Exam conditions will be	
Logs which will be submitted to the exam	1	replicated to help students get used to	replicated to help students get used to	replicated to help students get used to	
board along with their practical	1	writing with time restrictions and feedback	writing with time restrictions and feedback	writing with time restrictions and feedback	
performances.	1	will be given to help individuals improve	will be given to help individuals improve	will be given to help individuals improve	
perrormaneesi	1	specific areas of their technique.	specific areas of their technique.	specific areas of their technique.	
	Set Text/ Live Theatre	apara an area a a a a a a a a a a a a a a a a a	apara an area a a a a a a a a a a a a a a a a a	special section of the section of th	
The department uses a 'spaced	Students continue to develop their				
learning approach' meaning that two	understanding of the set text 'Blood				
lessons per fortnight focuses on	Brothers' by Willy Russell for section B of				
Component 3 - Texts In Practice.	the Component 1 written exam.				
Students will be presented with a range of	Students begin to analyse and evaluate the				
play texts to study for their component 3	piece of live theatre. Focussing on				
practical performances.	theatrical elements and how successfully				
F	meaning was communicated to the				
Students must choose two extracts from	audience. linking to section C of the				
one play to stage and perform to an	written exam.				
external examiner.	1				
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
• Stimulus	Use of vocal & physical skills	Playwright's intentions	Playwright's intentions	Playwright's intentions	
Devising process Advalor to a series	Playwright's intentions	• Genre	• Genre	• Genre	
Mask theatre Forum Theatre	Practitioner techniques	• Style	• Style	• Style	
Forum Theatre Rehearsal techniques	Inner monologue/ sub-text	• Themes	• Themes	• Themes	
Physical Theatre	Staging/ blocking	Character	Character	Character	
Improvisation	Emotion Memory	Context – Social/Historical	Context – Social/Historical	Context – Social/Historical	
Practitioner style/ influence	Characterisation	Costume	Costume	Costume	
·	Actioning	• Lighting	Lighting	• Lighting	
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
	1				
	1	1	1		